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ABSTRACT

New Career Ladders in Social Welfare is a program within the School of Social Administration at Temple University, it enables persons with academic deficiencies, economic or other disadvantages to enter the Undergraduate Social Welfare Department. The program leads to the Bachelor of Social Welfare degree and is open to those who demonstrate an interest in Social Welfare through either voluntary or paid experiences in the field of human services. The present document is a report on the Second Annual Evaluation Conference of the program. The report is based on 2 sources: (1) there is data available in tape recordings of all the session of the 3-day conference, augmented by statements prepared by recorders in attendance at the various sessions; and (2) there is data available from responses to semantic-differential questionnaires that were completed by the students who participated in the conference. Major areas of conference concern include agency-school relationships and job possibilities, problems of credit for work and life experiences, problems of academic deficiencies, and support services and financial aid. (Author/HS)

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NEW CAREER LADDERS IN SOCIAL WELFARE

UNDERGRADUATE SOCIAL WELFARE DEPARTMENT
SCHOOL OF SOCIAL ADMINISTRATION

TEMPLE UNIVERSITY

Report Of The

SECOND ANNUAL EVALUATION WORKSHOP CONFERENCE

JUNE 9, 10, 11, 1971

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HE 002 950

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NEW CAREER LADDERS IN SOCIAL WELFARE
UNDERGRADUATE SOCIAL WELFARE DEPARTMENT, SCHOOL OF SOCIAL ADMINISTRATION
TEMPLE UNIVERSITY, PHILADELPHIA, PENNA. 19122

New Career Ladders in Social Welfare is a program within the School of Social Administration of Temple University that enables persons with academic deficiencies, economic and other disadvantagements, to enter the Undergraduate Social Welfare Department leading to the degree of bachelor of Social Welfare. It is funded under Title VII, Section 707, Social Security Act, by the U. S. Department of Health Education and Welfare and under Title IVa by the Department of Public Welfare, Commonwealth of Pennsylvania.

The program is open to persons who have demonstrated an interest in Social Welfare through either voluntary or paid experience in the field of human services, and who do not meet regular University entrance requirements.

Temple University ordinarily requires completion of specific High School units of work and college entrance examinations in order to qualify for admission. These entry requirements are waived for students accepted into New Career Ladders in Social Welfare. No entrance examinations are given. Special Admissions criteria and techniques have been developed as an alternate mechanism. Accepted students are required and helped to complete college level work in those areas in which they have High School deficiencies. Tutoring and other remedial supports are provided by the program.

A major aspect of the program stresses evaluation based on input from a variety of sources but particularly from students. The vehicle developed for focussing on this facet of evaluation has been the Evaluation Workshop Conference. Since the program began with its first class entering in January 1970, there have been two Evaluation Conferences.

The Conference Planning Committee for 1971 was selected from members of the Project's Advisory Committee. Included were five New Career Ladders students, one faculty member of the Undergraduate Department, three project staff (including two faculty and one counsellor), an agency representative, and the Chairman of the Advisory Committee, who is a citizen representative in an agency.

Major areas of conference concern included agency-school relationships and job possibilities, problems of credit for work and life experience, problems of academic deficiencies, and support services and financial aid. Preceding conference attention to these issues, representatives of all the Temple University Special Programs described their various activities and what is available to students in New Career Ladders in Social Welfare.

This is a report on the Second Annual Evaluation Conference held on June 9-11, 1971, by the New Career Ladders in Social Welfare program at Temple University. This report is based on two sources of data. First there is data available in tape recordings of all the sessions of the entire three day conference, augmented by statements prepared by recorders in attendance at the various sessions. Second there is data available in responses to Semantic Differential questionnaires which were completed by the students who participated in the conference. Seventy-one students or approximately 60% of the student body participated in the conference.

At the first Evaluation Conference, held in the Summer of 1970, an attempt was made to elicit student participant attitudes about the NCLSW program, its strengths and weaknesses. When this data was first presented, the representativeness of the responses was seriously questioned. It was decided to insure, to the best of our ability, that doubts about representativeness of responses could not arise for data collected in 1971. Thus we turned to the Semantic Differential as an instrument, and developed a rather elaborate design for its administration.

The Semantic Differential

The Semantic Differential is a combination of controlled association and scaling procedures. The subject is asked to indicate his attitude towards a given concept using a series of antonyms, such as Good versus Bad. Working fairly rapidly to heighten affective response and minimize cognitive response, the subject checks one of the positions on the scale between the pair of bi-polar adjectives. The result of the checking operation is a series of ratings of the given concept along each scale. The same set of scales is used in rating all the concepts in the instrument. An example of one of the items used in the present study is shown below.

THE NCLSW PROGRAM is

	very	:	sort of	:	neither	:	sort of	:	very	
BAD	_____	:	_____	:	_____	:	_____	:	_____	GOOD
HARD	_____	:	_____	:	_____	:	_____	:	_____	EASY

A student with a negative attitude toward the NCLSW project might rate it as Very BAD and Sort of HARD.

The number of concepts to be included in a particular instrument is limited only by factors of relevance and time constraints. Staff members as well as selected faculty in the Undergraduate Social Welfare Department supplied lists of concepts or program components they felt were of interest to have assessed. These lists were then compiled into a master list of 50 concepts.

Concepts Explored In The Sementic Differentials

The NCLSW Advisory Committee
Having Students Participate in NCLSW Program Planning
Obtaining Released Time to Go to School
Good Grades
Getting Good Grades Rather Than Learning New Ideas
Knowing That It May Take More Than Four Years to Get a BSW Degree
Study Skill Sessions
Availability of Tutors
Being Accepted by Temple University Students
Being Required to Stay at the Agency After Graduation
NCLSW Students Acceptance of Other University Students
Having Life Experience in Human Services Evaluated for Course Credit
Having a Counselor on a Regular Basis
Having a Separate NCLSW Student Organization
Receiving Promotions at Work
Courses Provided by the Afro-Asian Institute
Having NCLSW Students Grouped Together the First Year
Taking English During the First Year Rather Than Later
Having to Buy Books for Courses
Individual Counseling Rather Than Group Counseling
Course Content in Social Work 11 and 12
Having a Job and Going to School
The Tutorial Services in NCLSW
Sharing Problems with Other NCLSW Students
Being a Special Student
Taking Math
Receiving Financial Aid
Course Content in Group Dynamics
Meeting Facilities for Students, Such as Conference Rooms
Participating in NCLSW
Having a Black Professor
The Content of the General Temple University Courses
Social Work Practice
Finding Time to Study
Taking Notes in Class
Using Paley Library
Having Field Experiences in Agencies Other Than Where You Work
Entering College Immediately After High School
Allowing Anyone to Attend College Whatever his Qualifications
Writing Papers Instead of Taking Exams
Studying at Home
Social Work Theory
Individual Rather Than Group Efforts
Being a Spanish-Speaking Student in a White University
Learning About Myself
Attending Lectures
Having a Spanish-Speaking Teacher
Having Required Courses
The Department of Social Welfare
Writing Term Papers

The generic research variable addressing the student's attitude toward the NCLSW program in the institutional context of the School of Social Administration of Temple University in the early 1970's can thus be broken down into a number of component parts, all of which might be affected, in some way, by his attitudes towards the program.

We are attempting, then, to assess the students' attitudes towards the program and its components. Both programmatic strong points and weak points should be uncovered by this approach, permitting the weakness to be rectified.

The direction of the student's attitude toward a particular concept, hence program component, favorable or unfavorable, is indicated by his judgments within the polar terms. The intensity of the attitude is indicated by how far the score lies from the midpoint. For example, a student could respond that the NCLSW project was very Good or sort of Good, and the first response would indicate a more intense and positive attitude toward the concept than would the second. The phrases defining the points on the scales (very, sort of, neither, sort of, very) seem to be the simplest way of indicating the required discriminations.

The scales were randomized in both polar direction (e.g., both Good: Bad and Bad: Good were used) and in vertical position. Thus, each concept was evaluated against different orderings of the same group of scales. This was done to avoid "set" responses.

Included in the instrument were two "lie items": "Good Grades Are" and "Getting Good Grades rather than Learning New Ideas is". Respondents who understood the task responded positively to the former and negatively to the latter. On the basis of this screening, a small number of the students were excluded from the analysis.

Also, these"lie items"provided upper and lower bounds which demark the effective range of the scale. This is the case because there was unanimity on these items with all respondents evaluating, for instance, the concept "Good Grades are" positively, hence the average response on a scale was the most positive response for any concept. This property enables us to control for any "halo effect" or tendency to evaluate every concept somewhat positively.

Since there were so many concepts, rather than allow fatigue to become a factor, multiple forms were prepared with ten randomly assigned concepts to each form. These were then randomly distributed to the respondents, guaranteeing that the responses could be generalized within a known sampling error to the entire set of respondents. Thus there was an average of ten to twelve responses for each concept or program component.

In the text of this report, we will introduce the response profiles to some of the concepts which will serve to show the attitudes of the student participants at large towards the concept or program component under discussion.

Conference Proceedings

Wednesday Morning: Opening Remarks

Jean Moore, Project Director, welcomed the students, faculty, Dean and guests to the workshop.

Thad Mathis, conference chairman, welcomed everyone and presented the general purposes of the workshop. These purposes include:

1. to review and reflect upon the activities of the past and their implication for planning.

2. to use the conference as a resource to generate new ideas, directions and information.

3. to use the conference as a forum for sharing information among students, faculty, and members of the community at large.

4. to provide a forum for students to express their own specific concerns. Student involvement was stressed.

Thad gave an overview of activities for the day and introduced Dean Slavin, Miss Attinson and Mr. James.

Jean Moore introduced the current program staff and spoke about the development of the NCLSW program. Her discussion of NCLSW's development covered two areas: funding and admissions. At the time of conference (June 9-11), the HEW grant was being considered (renewal date June 14). Another source of funds from the Pennsylvania Department of Public Welfare was being reviewed and its chances for renewal another year were good. Tuition funds from the Pennsylvania Higher Education Assistance Agency were available only if students fill out the necessary forms.

Briefly, Jean Moore summarized university support in relation to student enrollment in the NCLSW program, indicating the growth in the student body and the University's increased commitment as related to tuition.

The NCLSW initially solicited applications from students. One article in the paper headlined NCLSW program needs with the statement "Jean Moore Wants Men." During the year 500 new applications were received. Some 190 applications are pending for September. Only 25 day and 25 night students can be admitted each semester.

Dean Slavin gave a very encouraging talk to the students in which he stressed three areas: desirability for student evaluation, critique or feedback of the NCLSW program ("Don't hold back. Let them have it."); the experimental nature of the NCLSW program; criteria of success of the NCLSW program.

A world-wide revolution in higher education is presently underway, Dean Slavin said. The NCLSW is one manifestation of that revolution. Other manifestations include the university without walls, off-campus study (with two weeks per term on-campus), university credit by examination. Hence, NCLSW students are pioneers moving in unmapped terrain. Because of the experimental nature of the program, constant feedback and evaluation are essential to program success. Dean Slavin encouraged the students to be forthright and frank in their evaluation of the program, of NCLSW courses, supportive reviews, etc. and in the evaluation of the non-NCLSW courses.

Another area of concern which the Dean articulated was a scenario for the future of the NCLSW student program. Slavin stated

> The ultimate test (of the success of the NCLSW program) will be when some of you go through a master's program then go on for higher study, and having gone through that mill, come back and become teachers here. I suspect that ten years ago some of you thought you would never be here now. Well, why stop thinking something else that you never thought might come true?

The amount of energy, perseverance and ambition that I observe in NCLSW students is truly commendable, said the Dean. "The effectiveness of the program will be the continuation of the program and of people just like you forever."

The Dean's speech was received with enthusiasm by the audience.

Miss Zita Attinson Chairman, Undergraduate Department then spoke of her involvement with the NCLSW program both prior to her becoming chairman of the undergraduate department of social welfare and as chairman of the department. She has seen what had been her vague convictions about the program become operational and ongoing characteristics of the program. These characteristics included the following:

The tremendous amount of energy and experience embodied in the NCLSW student enables the students to work and study at the same time and to provide information and support to each other.

The expansion of the size of the network of relationships of the program with other parts of the university has resulted in the modification and change of bureaucratic routine.

The potential of new approaches to professional education is emerging.

Miss Attinson hoped for open communication between herself and the students and among the students, program staff and non-NCLSW faculty.

Mr. William Jaynes IV, Class Representative of 1971 day students spoke next. Mr. Jaynes IV approach to the students, faculty and staff was "I realized that we all have a stake in the success of this program and that we share the same goals for the program . . . I have a stake in everyone here, everyone here has a stake in each other." Mr. Jaynes IV discussed areas. First, he discussed counseling and class unity. Counseling has made a tremendous impact on his class. "Counseling has been outstanding from the beginning," he said. Second, students should look at the phrase "special student" and analyze ways to remove its stigma. Third, Mr. Jaynes IV implored students to go into the "credit for work-life experience" workshops in anger. The university "can't cast off six years of someone's life in an agency and not think of it as being credit." Students should propose schemes for the university to give credit for work experience; or, to reverse the argument, let the university prove "that a certain amount of work experience isn't worth credit." Fourth, students should search for alternative sources for funds other than model cities and the project. He suggested as possible sources; the financial aid office, Afro-American Federation, the WIN program of Department of Public Assistance, the Urban Coalition, the Ford Foundation, the Urban League, and the OIC.

QUESTION AND ANSWER PERIOD

Q. Do we have to pay the fifty dollars for degree candidacy?
A. No. Don't worry about it for the present.

Q. Will there be funds to support us after we're in the program for two years?
A. Either the project will remain separately funded or the undergraduate program in social welfare will maintain funding.

Q. How long for day students to finish the program? How long for night students?
A. Day load averages twelve credits a semester. Night load averages six to nine credits a semester. Since the total is 128 credits, and since a student's course load varies each semester, I can only answer in approximate terms. If a day student took 12 credits

a term and attended summer school, he or she could graduate in four years. A night student could take anywhere from five to seven years.

At this point, we can introduce one of the concepts that was employed in the Semantic Differential study. As can be seen on the profile following, the concept "Knowing that it may take more than four years to get a BSW degree" was rated relatively negatively by the student participants. That is to say, the profile for this concept is closer toward the effective negative side of the scales. We can conclude, then, that the attitude of the participating students at large reflect the concern of the person who asked this question about the undesirability of spending more than four years in pursuit of a degree.

Q. What are the criteria for the success of this program?
A. There are a number of benchmarks: The number of students who graduate with skills necessary for professional performance; the quality of the graduate; the interest and participation which others demonstrate toward the program; the seriousness and commitment of the NCLSW students. In short, the success of the program will be measured by the educational life history of every student in the program.

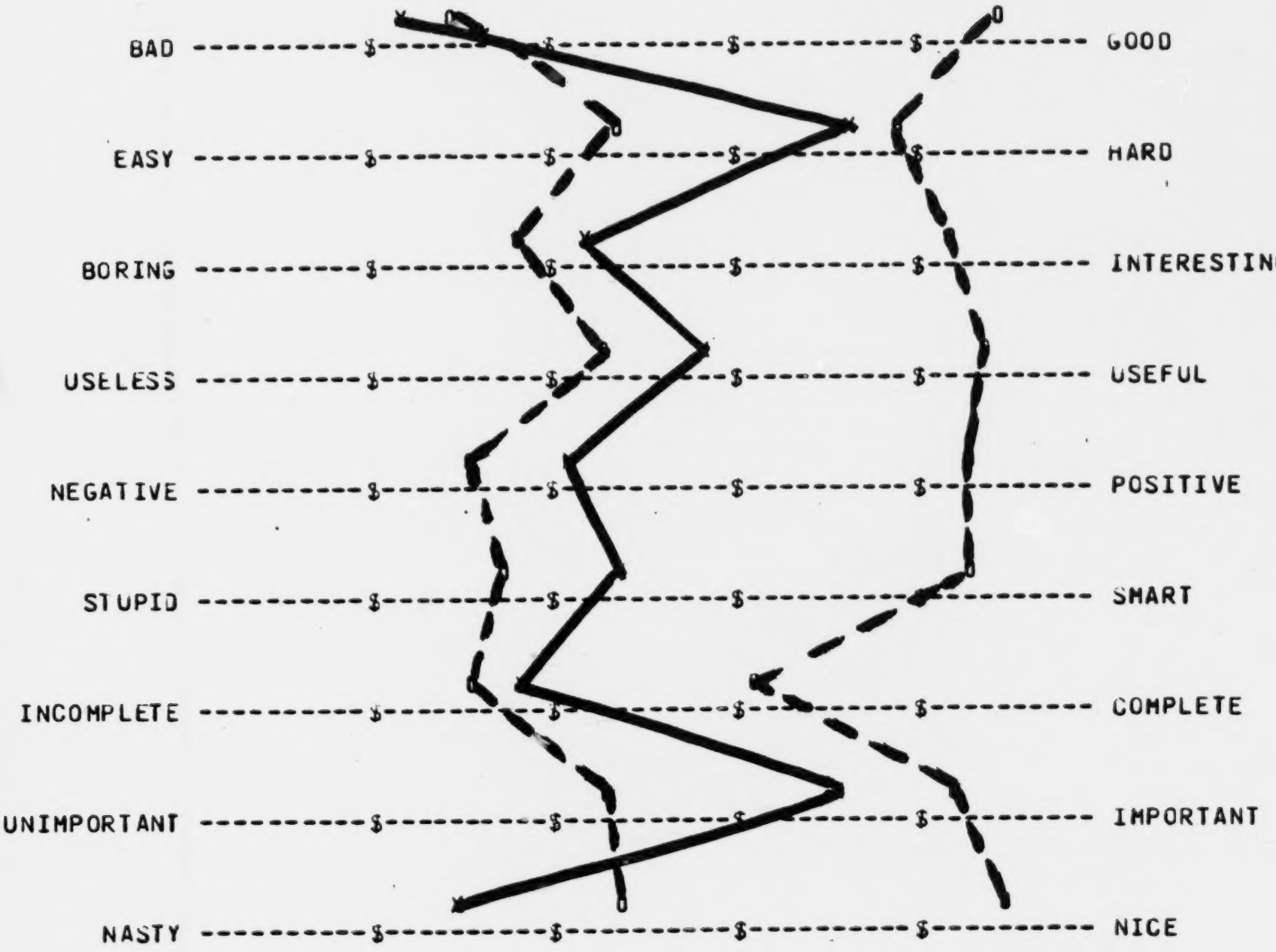
Q. What can be done about teachers in the university at large who are insensitive to us as people and irrelevant to our intellectual concerns?
A. The NCLSW program attempts to provide the kind of support and student skill which will make it possible for the student to take the irrelevant course and make it relevant.

Q. How about those teachers who treat us like children?
A. How widespread is that? If it is general, we have a real problem. Do we attempt to alter the university academic offering or do we change the student response to the university environment. Perhaps both approaches are warranted. On the one hand we don't want to "cheapen the degree" by subverting university requirements; on the other hand, however, we don't want to "blame the victim" or to hold the student culpable for faculty incompetence.

Q. What about credit for past experience?
A. Dean Slavin: Recommendation of Deans.
1. that there be credit for educational and work experience
2. that credit for work experiences be limited to experience in services for which you are being prepared
3. that evaluation of the experience be considered possibly through oral or written exams.

Q. Why do we take more than four years?
A. To meet 128 credits required for graduation.

35 KNOWING THAT IT MAY TAKE MORE THAN FOUR YEARS TO GET A BSW DEGREE IS



Q. What about volunteer experience?
A. We haven't worked out a policy yet.

Q. Why is NCLSW accepting only two Afro-Asian Literature and History courses?
A. We only accept two because the department only requires one history and one literature course. We accept other courses from the Afro-Asian department as substitutes for electives.

Wednesday Afternoon: Presentation on Other University Programs

Jean Swenson, Coordinator for Continuing Education for Women, stated that the CEW program is designed to meet some of the special needs of adult women undergraduates attending Temple during the day. Adult women age twenty-six or over are automatically included in the program; younger women can request inclusion from the Coordinator. CEW offers pre-admission advising and provides supportive services for enrolled students including a special orientation, study skills series, career sessions and a newsletter.

Frances Vandivier, Director of the Child Care Training Program, briefly summarized the emergence of a new type of child care training which had its incipience at the University of Pittsburgh. Drs. Erik Erikson and Benjamin Spock designed a program to train child care workers in the treatment of "normal ornery kids." The program at Temple has wide-based community support including financial support from regular tuition, MDTA, WIN program.

Gordon Fooks, Associate Director of the Special Recruitment and Admissions Program (SRAP), stated that the program was designed to admit minority students who, though lacking a good educational experience have potential for college work. The requirements for program eligibility are flexible. A student may be in the third quartile of his graduating class, he may have any kind of a high school background, and he must have personal characteristics which can be complemented by the Special Recruitment Program. Upon admittance to the program, students are full degree candidates who should finish their undergraduate program in five years. The first year emphasizes orientation to college; the student is given academic and study skill assistance during this period. After the first year, the students may use the service of the program in order to get through Temple. The goals of the program are to admit Black and Puerto Rican students into Temple and to provide support services which expedite successful completion of the undergraduate program.

Carlton Clark, student of the Veterans in Public Service Program (VIPS), reported that this program is sponsored by the Philadelphia School System and receives no federal money or help from the university. Mr. Clark stressed the vocal and aggressive quality of the thirty men who comprise the program is the highest in the College of Education. Five graduates have come out of the program. Students take professional education courses from the College of Education and basic studies courses.

According to Clark, "We've proven we can do the work although we take no test or have no admissions requirements."

Eldridge Smith, Assoc. Director of the Temple Opportunity Program (TOP), spoke next. The Temple Opportunity Program is the oldest special program on campus. It began in 1965 with 55 students and has increased to 759 students. Primary financial prerequisite for the program is an income of $5500 or less for a family of four. Students must meet the regular admission requirements for the University and must take the SAT's.

TOP offers comprehensive admissions services to students. The program can admit up to 250 students a year. Program students may draw on the supportive services of the program, the English Language Enrichment Center at Temple, and other basic studies courses at Temple.

While TOP has been successful working with these students, it has not been as successful as it would like to be in changing university admissions policy.

Mimi Johnson, Counselling Director of the Student Resources Center, described this center as the youngest of special Service Programs at temple. The philosophy of the program may be summed up as follows:

> Your coming to Temple already proves your success as a human being. You have made it out there in the real world. We're going to have you take these same kinds of skills and teach you how to deal with teachers, fellow students, administrators, financial problems, housing, medical aid, etc.

In order to achieve these ends the Student Resource Center coordinates and consolidates into a single unit the other speical services programs. They offer many of the same kinds of service-counseling, tutoring, advocate of student rights - as other service programs. Also the center investigates other support services for students who have financial, legal or medical problems and acts as a referral agency when called upon.

Another part of the SRC is a public relations function. The Center reaches out to members of the community to tell them about educational resources at Temple. The speaker encouraged students to utilize the services offered at the center.

Mary Newton, Chairman of Advisory Committee, encouraged the students to use the Advisory Committee if and when problems arose.

Mr. Louis Rublin, Employment and Manpower Specialist, Region I, State Department of Public Welfare and member of the NCLSW Advisory Committee then explained that the Advisory Committee has tried to respond to areas of concern that we brought to it by either students, faculty, or agencies. He listed the major areas of concern of the Advisory Committee, as outlined in a proposed statement based on last year's Evaluation Workshop Conference and still being developed by the Advisory Committee. He urged those present to make suggestions at this year's Conference about changes or acceptance of these functions of the Advisory Committee.

The proposed statement as quoted from minutes of the Advisory Committee suggested that the Committee should

1. Insure continuing university response to the need for accepting students in the New Career Ladder Program.

2. Coordinate the relationship between NCLSW students and the Social Welfare Community around such issues as release time, staffing, employment, field experience, etc.

3. Review and recommend proposals to the university in the best interest of students and community.

Major elements of Advisory Committee concern:

1. Should serve as link between and among the project, the university, NCLSW students, and the local community through training and social welfare.

2. Should make and recommend policies and changes to insure the effective operation of the program.

3. Should have responsibility for: recommending policies interpreting goals, relating the purpose and scope of the project to the community and social welfare agencies, ensuring communication, the legitimate concerns of students and staff.

To discharge these responsibilities, it will be necessary for the committee to:

1. Exercise a strong voice in getting the project known in the university and community.

2. Give direction and guidance in program implementation in the project agencies.

3. Insure continuation of the functions of the project if project funding is discontinued.

4. Interpret needs of students and agencies in terms of substantive areas, curriculum development, student profiles, needs of the field, etc.

5. Help to clarify and define an appropriate and effective role of students in policy determination.

At this juncture, an examination of the response profile to the Semantic Differential concept "Having students participate in NCLSW program planning" (see following page) strongly suggests that the student participants at the Evaluation Conference concur with Mr. Rublin in the importance of having an effective role in policy determination. Notice that the profile for this concept lies distinctly towards the positive end of the scales.

6. Build acceptance and support both in the university and in agencies for NCLSW students.

7. Provide opportunity for review and recommendation of creative and innovative ideas from faculty, community and students.

8. Assume responsibility for ongoing evaluation.

9. Review practice and curriculum from the standpoint of community, faculty and students.

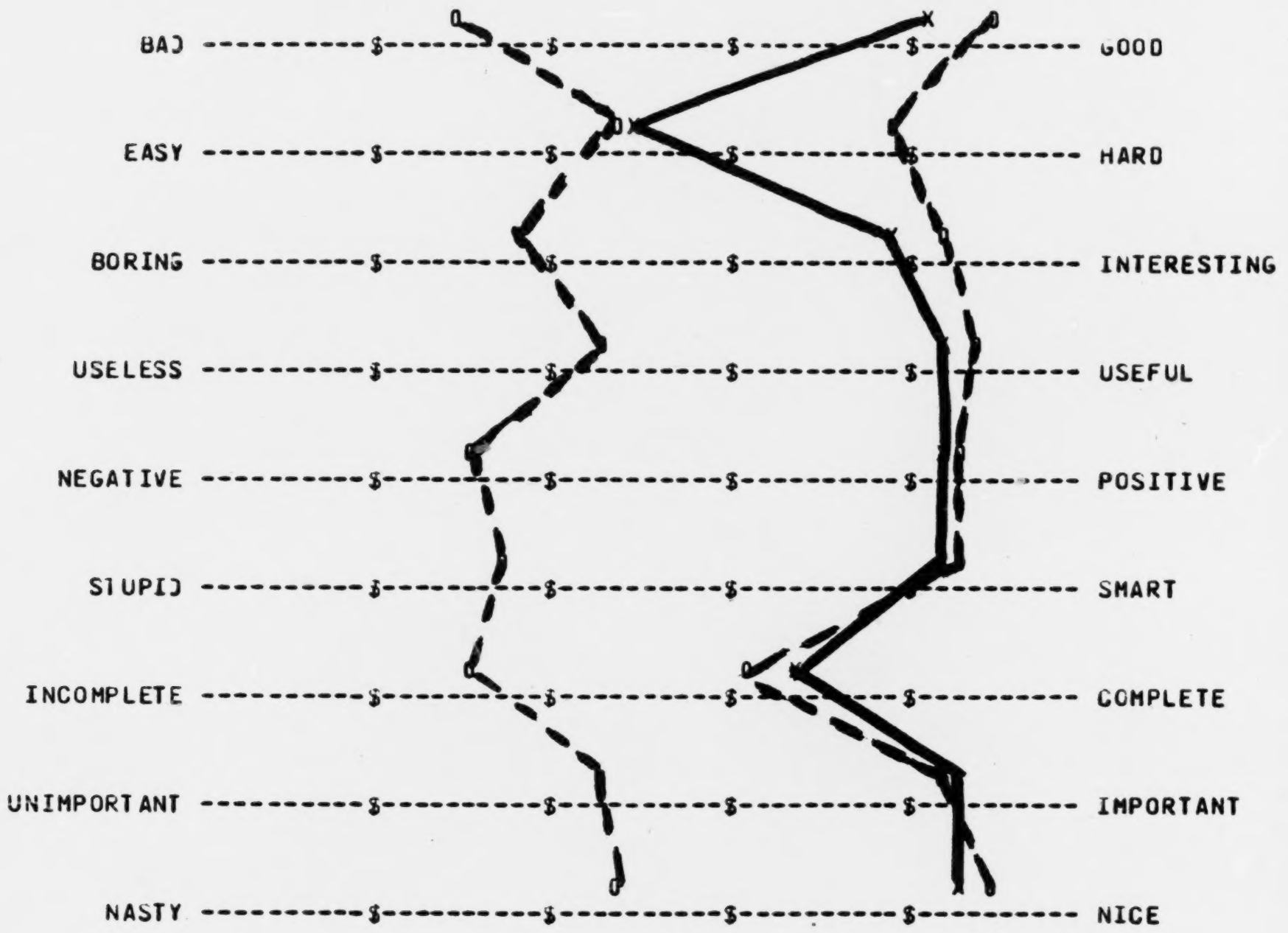
10. Strengthen agency commitment and support of NCLSW program by identifying agency training needs and identifying potential for hiring NCLSW students.

11. Recommend policies and develop policy changes and services as needed.

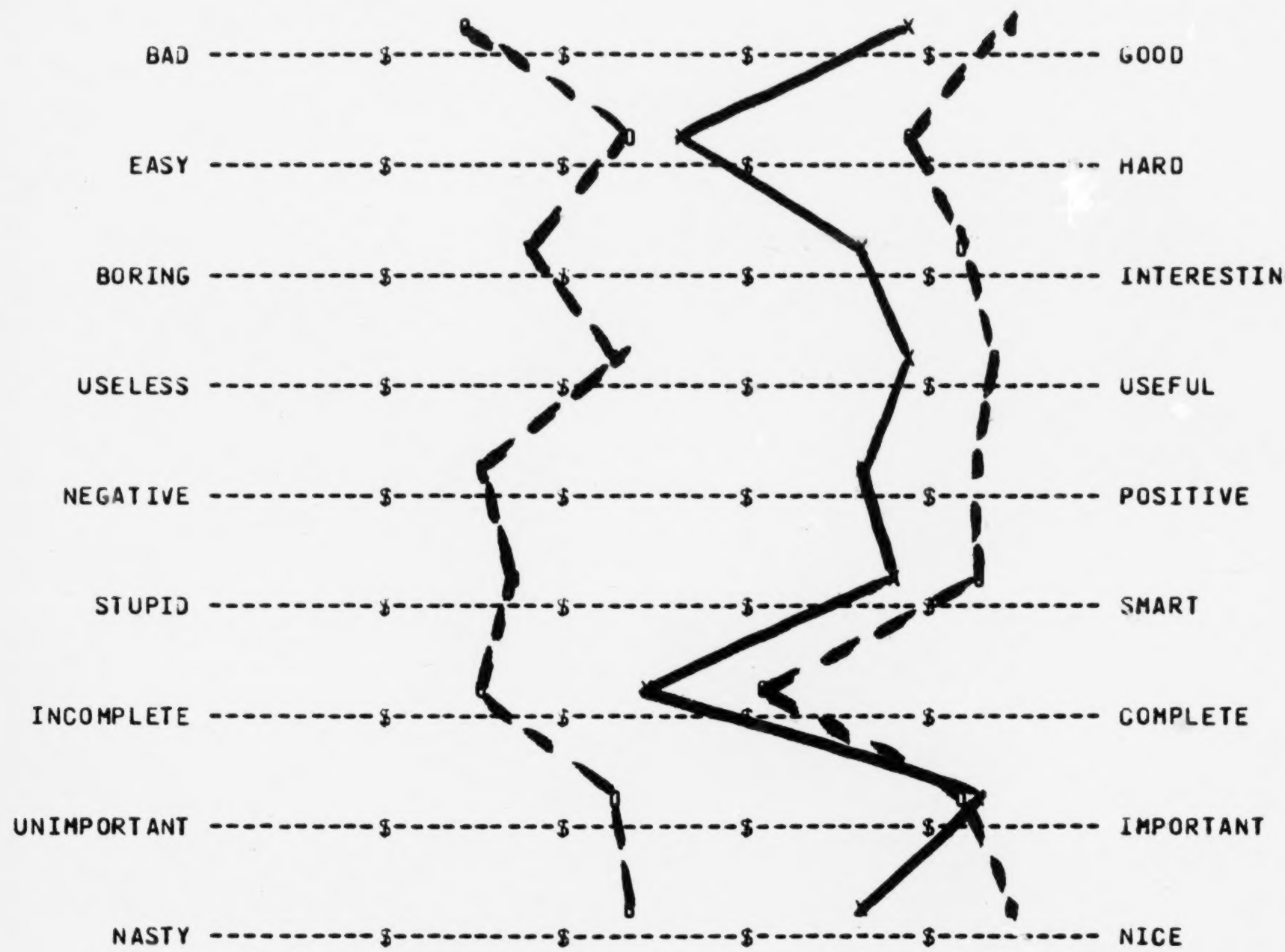
This completes the recommendation of the Advisory Committee.

When asked to assess "The NCLSW advisory committee," the student participants exhibited relatively positive attitudes towards the concept, as can be seen in the profile on the following page.

19 HAVING STUDENTS PARTICIPATE IN NCLSW PROGRAM PLANNING IS



3 THE NCLSW ADVISORY COMMITTEE IS



WORKSHOP A STUDENT-JOB, AGENCY-SCHOOL RELATIONSHIPS
Mr. Osborne McLain, Leader - Dorothy Roberts, Recorder

Released Time

NCLSW students having difficulty gaining released time from their employers. Even in cases where agencies express a willingness to cooperate with the student and his or her academic situation. When the student needs to be released numerous barriers are in the way. The agency will say that a crisis has arisen, which precludes releasing the student on a particular occasion. When a student asks for release time for the fall semester, then asks for a different schedule of release time for the winter semester (because of class time changes), the supervisors often give the student a hard time. Or, if a student has asked for certain hours of release time, the supervisor will not release the student to register for classes to go to the library or to see his or her counselor. The implication is that students are wasting time. As a result of this suspicion, students are required to make up time off the job, by working Saturday mornings, early in the day or late in the evening.

As might be expected, the recognition of the difficulty in obtaining released time to attend classes is widespread among the students. When presented with the Semantic Differential concept "Obtaining released time to go to school" the conference participants evaluated it positively, which is to say they view the program component as a desirable one. But it can be noted on the Easy:Hard scale of the profile sheet following that the students also see this concept as relatively difficult of realization.

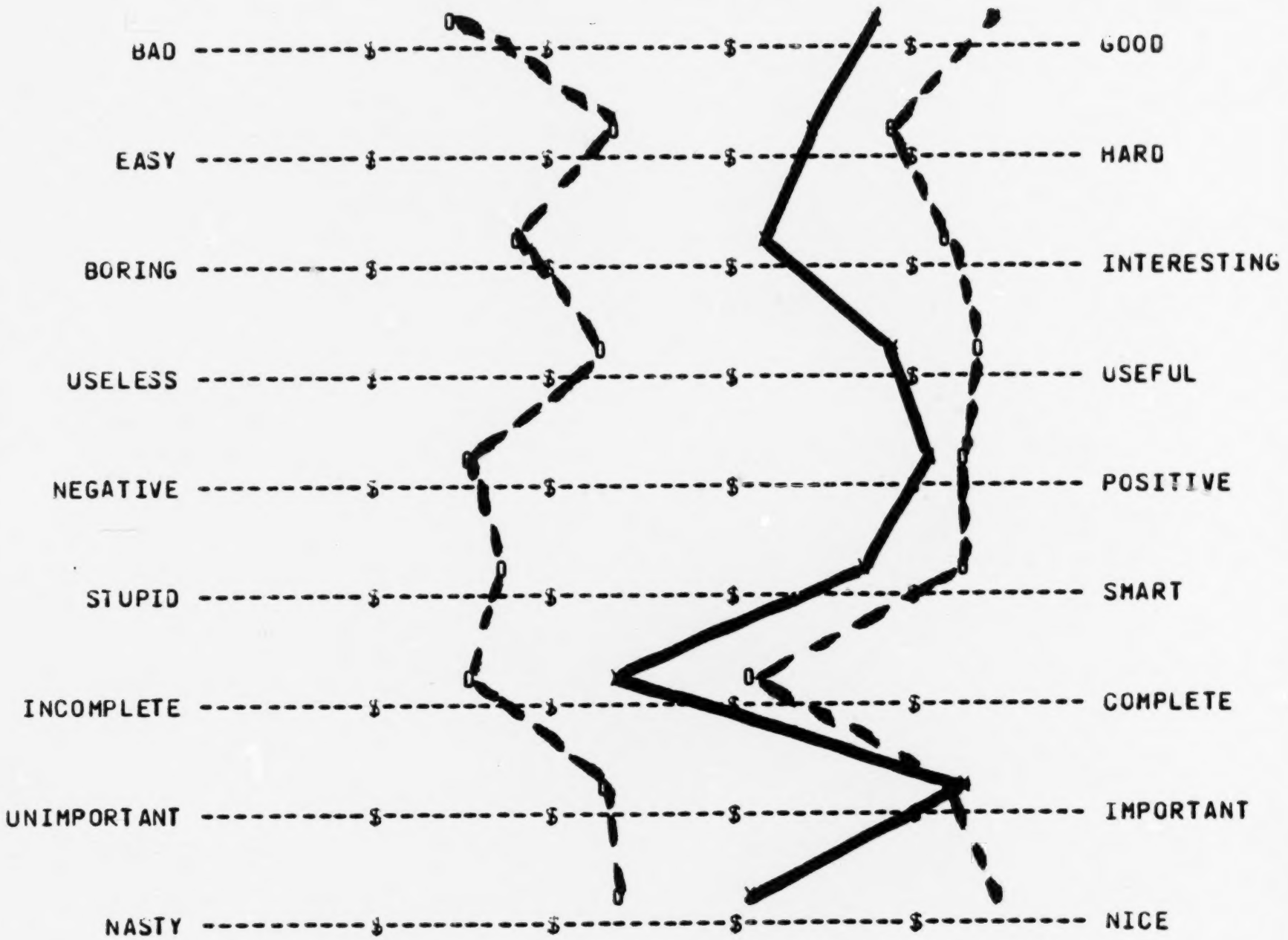
Mr. McLain expressed concern that students working in federally funded programs should have this difficulty since federal programs have a career ladder provision which allows workers to take 20% of their time off for professional advancement. If the supervisor felt negative, however, the student had a difficult time getting time off. One person in the group said that professional jealousy was rife in bureaucracies and this situation was one instance of its existence. What are the sources of professional jealousy? Briefly, supervisors are jealous of NCLSW people because NCLSW students are being trained in social welfare, whereas many supervisors have been trained in fields unrelated to social welfare.

Possible solutions to release time problem:

1. NCLSW should develop written guidelines and uniform criteria which would facilitate an understanding between the student and his or her employer.

2. That the student should propose a schedule of release time and secure a written commitment from the agency.

23 OBTAINING RELEASED TIME TO GO TO SCHOOL IS



3. That NCLSW should employ an individual to act as a full time liaison between/or among the agency, the students and the NCLSW program. Could be designated as a field director or coordinator. This individual could assist in the placement of students during the student's undergraduate career and in job placement after the student graduates.

4. The university placement bureau and the NCLSW program should have a liaison individual to explore employment possibilities, release time and student academic progress.

5. In the case of school-community coordinators, contact Dr. Shedd and tell him that federal programs have a career ladder provision and that he should inform the federal program supervisor of this provision.

6. Students should be aware of the effects on them of the proposed 1971 Welfare Act (HR 1). Send to Representative or Senator for a copy of the Act.

7. NCLSW counselors should convene individuals working for same agency to inform them of agency-university agreements around release time and other job concerns.

8. Send letters to Mrs. Pernsley, Regional Director, Region I, State Department of Public Welfare, documenting problems about release time.

9. Involve the agencies in workshops to discuss problems around release time.

Job Possibilities (while NCLSW student)

A number of suggestions were offered here.

1. Human service aid for Philadelphia Housing Authority.

2. Jim Cooper, director for Temple Mental Health Services.

3. Para-professional aids for Philadelphia School System.

4. City of Philadelphia will hire counselors for youth employment program.

5. Temple Comprehensive Health Programs.

6. Get Set program in Philadelphia Public Schools.

7. Social Worker trainees, Social Worker I and II and social worker substitutes for Philadelphia Public Schools.

8. Human service aides with the state Employment Service or with the Philadelphia County Board of Assistance.

9. City Hall Personnel Department.

10. Community Mental Health Center.

11. Persons not working and in need of jobs might also explore the Job Bank and other placement services of State Employment Service offices.

Mr. McLain emphasized that a student's job, while in NCLSW program, should simply expedite the degree. The job does not necessarily have to be training for later employment. Lower level jobs in social work are not based on experience. Students should find jobs which supply ample remuneration. Recommended: that NCLSW place students in part-time jobs in the social work field.

At this point we can introduce several more Semantic Differential concepts. Of specific interest in the program area of jobs while an NCLSW student are the concepts "Being required to stay at the agency after graduation," "Receiving promotions at work," and "Having a job and going to school."

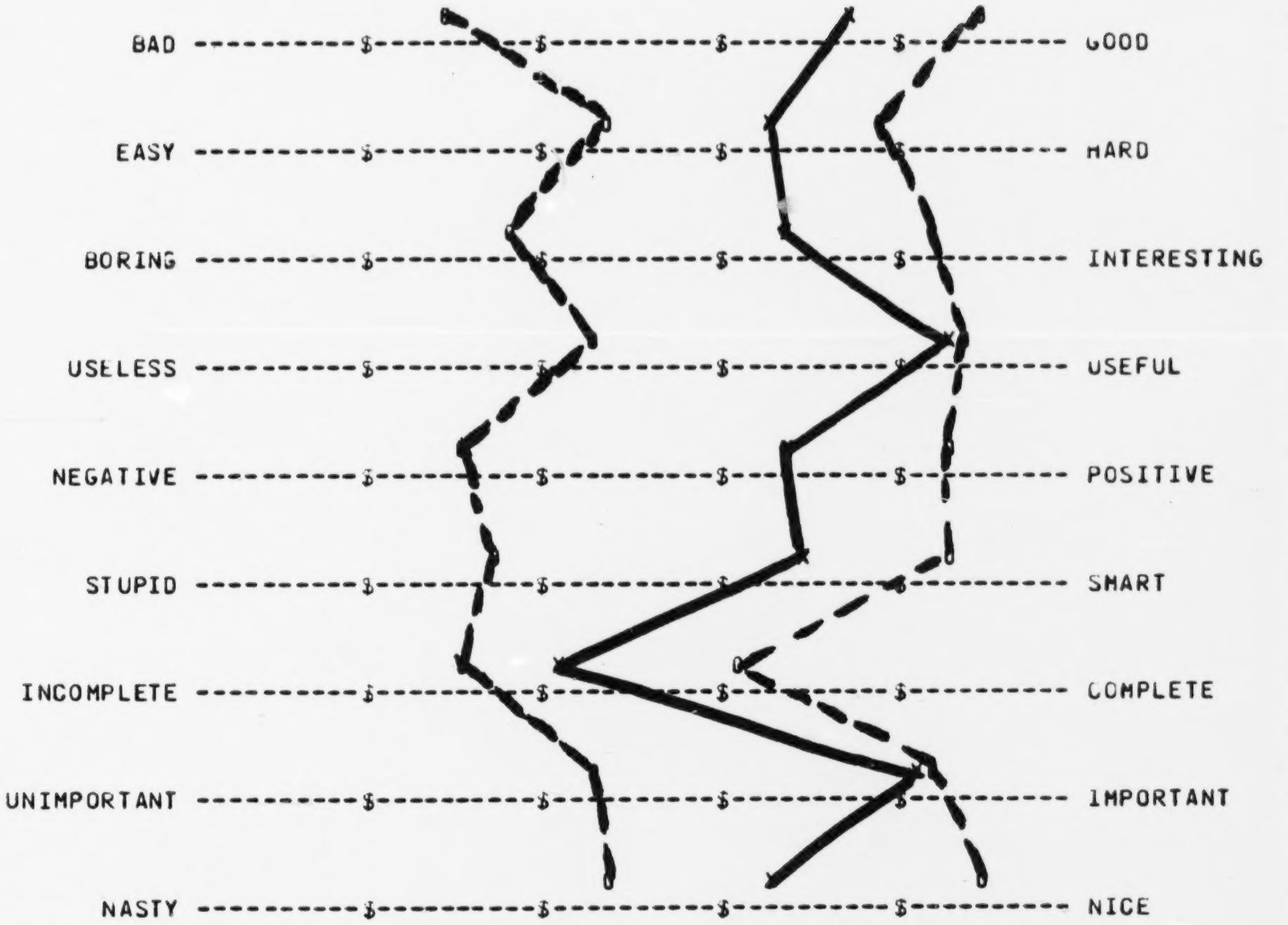
As might be expected, the concept of getting promotions is the most positively valued of the three. Being tied to an agency subsequent to graduation is the most negatively valued. Of interest is the fact that both being tied to an agency after graduation and trying to hold down a job and school are viewed as relatively difficult on the Easy:Hard scale.

Job Possibilities (after leaving NCLSW program)

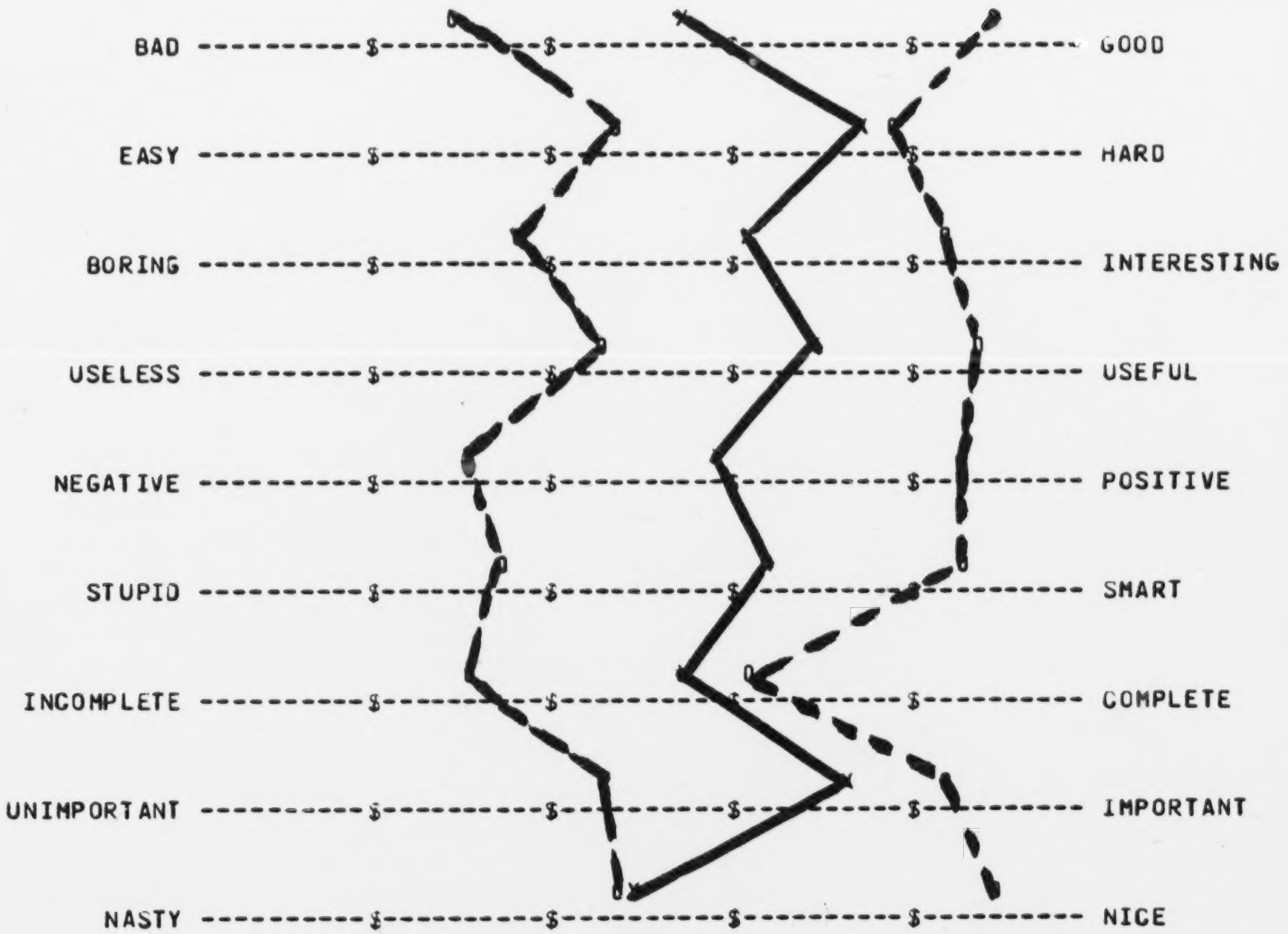
Mr. McLain stated that the most important consideration for placement in a social work agency was the possession of a university degree. Agencies are concerned with an applicant's aptitude in dealing with people on a face-to-face basis.

9 BEING REQUIRED TO STAY AT THE AGENCY AFTER GRADUATION IS

20 RECEIVING PROMOTIONS AT WORK IS



37 HAVING A JOB AND GOING TO SCHOOL IS



WORKSHOP B ACADEMIC CONCERNS
Curtis Leonard, Leader - **Ben Smallwood** - Recorder

The discussion centered mainly on the areas of "credit for work experiences", "Academic deficiencies".

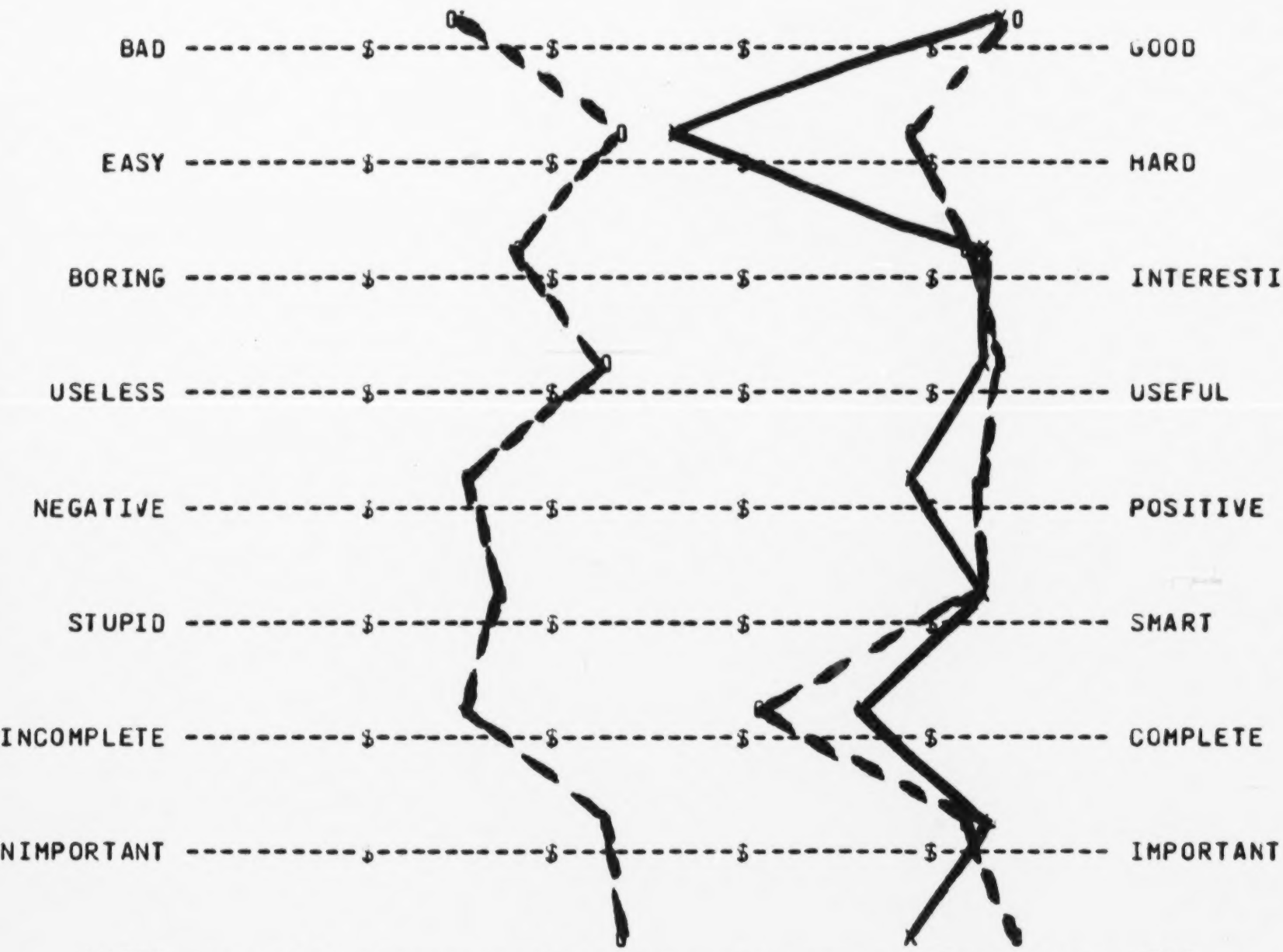
Credit for work experiences were discussed by Dean William G. Davis of Oberlin College, Oberlin, Ohio. He described the traditional and experimental approaches used in determining credit for work experiences. The traditional approach consists of examination or assessment. Both attempt to equate the content of a work experience to the content of a specific course. The examination could be the college level examination or a criteria-based examination prepared by a professor or knowledge to be mastered in his course. Credit by assessment involves specific planning, supervision, and evaluation. The traditional approach is based on a philosophy of education stressing the importance of content. The advantage of this approach involves letting the work experience stand on its own, developing criteria to evaluate it on its own and crediting it on its own.

The Semantic Differential concept "Having life experience in human services evaluated for course credit" is germane here. It is evident by inspection that the typical NCLSW student has a highly positive evaluation of this concept, and in addition feels that such an element could be introduced into the program with little difficulty, as evidenced by the Easy:Hard scale.

Dean Davis cited an example of an experimental approach as that of the Experiment in Higher Education. In this program, Southern Illinois University gave program students credits for general studies courses and in addition enabled the students to design their own course content and methods to enable them to enter the regular university at the junior level. After three years, the students, sanctioned as juniors through credit given by Southern Illinois University, entered universities across the country and 76% of the 125 students finished with a B.A. in 2 years. This experimental approach is based on a philosophy of education stressing developmental qualities to be gained rather than content to be memorized. The advantage of this approach is in the freedom and relevance of the learning to the student and in the new directions offered the university. However, the experimental approach does give rise to problems of legitimacy in the eyes of the others and in the eyes of the participants.

Other statements and views on credit for work experience were expressed. Distinction was made between types of work experience possible for students in the program; retroactive to entrance in the

12 HAVING LIFE EXPERIENCE IN HUMAN SERVICES EVALUATED FOR COURSE CREDIT IS



program; concurrent with social welfare course 11 and 12, all work following those two courses, and volunteer work. Both Social Welfare 11 and 12 are 3 credit courses. Although 1 credit is given for the field requirement each semester of social welfare 11 and 12, no plan has been formulated yet for crediting the other types of work experiences. Along the lines of the traditional vs. experimental approach, some expressed concern for moving into the mainstream along standard lines while other views were stated for supporting innovative educational changes in their program. A suggestion was made of utilizing the supervisors on the job in evaluating the student's performance; perhaps an estimate of the job could be written by the student to be approved by the supervisor. The University's role in deciding on credit approval was discussed.

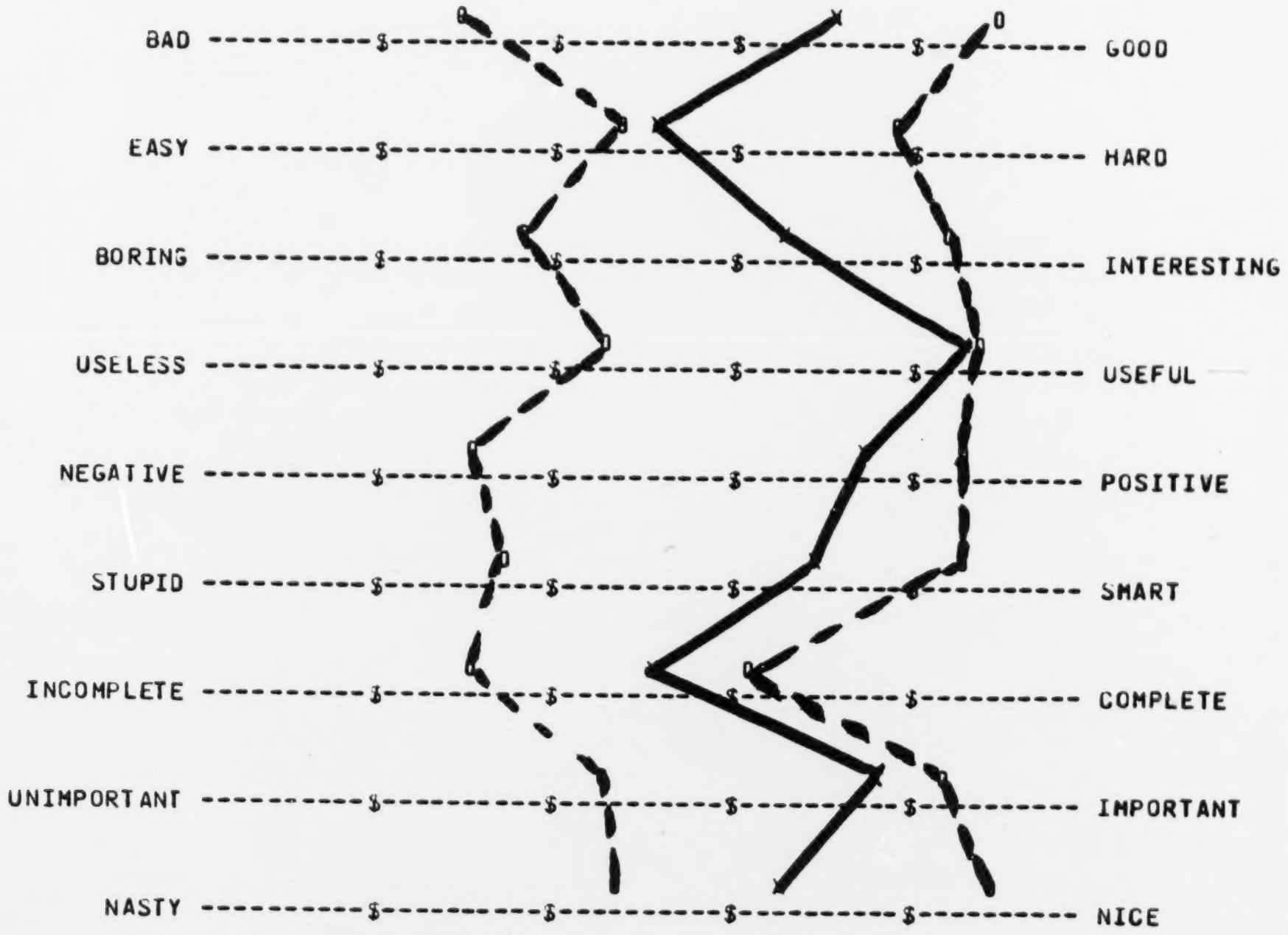
It will be a difficult job to sensitize the corporate university to a new definition of education as developmental. However, it was cited that 7 of the 13 colleges within the university are now exploring the possibility of credit for knowledge and skills gained outside the school.

Academic Deficiencies were discussed by Thomas Elliot, the Admissions Director of Temple University. He cited the requirements for admission and university policy for making up deficiencies. The requirements for admission as undergraduates include 4 years of English (foreign language requirement of 2 years recently waived) 2 years of academic math, 1 year of Lab Science, History course and electives to total 15 credits. Deficiencies are sometimes waived if the student has demonstrated competence through a course. However, the rule seems to be that a student must either take the course at a high school or else take a beginning level course without credit to make up for the deficiency. One semester of a college course is equivalent to one year of a high school course.

The students expressed desire for the university to offer more in remedial work. Math seemed to be the source of deficiency for many program students. Several of the Semantic Differential concepts illustrate the concerns of the NCLSW student participants at large on the issues of deficiencies.

On the one hand, as illustrated by the concept "Taking English during the first year rather than later," the notion of getting requirements and remedial courses out of the way early in some cases

25 TAKING ENGLISH DURING THE FIRST YEAR RATHER THAN LATER IS



is positively valued by the students. Notice also that this activity is not viewed as being particularly difficult.

On the other hand, as illustrated by the concept "Taking Math," some of the required courses are negatively valued and also viewed as relatively difficult on the Easy:Hard scale.

Other areas related to NCLSW's goals and objectives were discussed. The program's original objectives in addition to getting students into the undergraduate school were given. Such objectives include: creating an impact on the regular undergraduate university by bringing in work and life experiences and diversity, influencing changes in admissions policy, testing resequencing courses in social welfare for various population groupings, deciding whether social welfare and Ed. Psychology should be given together, considering whether social welfare courses should begin in the freshman year, and contributing broadly to the field of social sciences.

Several Semantic Differential concepts appear to be at least peripherally related to these issues. The participants were asked to assess two concepts, "Course content in Social Welfare 11 and 12" and "Course content in Group Dynamics." It can be seen that both profiles are relatively positive, and the courses in question are not viewed as being inordinately difficult.

In concluding this workshop, it was stressed that instead of being viewed as disadvantaged or "special" (meaning less than adequate), NCLSW students should be viewed as advantaged (by virtue of their experience) and a valuable resource for the social welfare program. Finally, students expressed anxiety and insecurity; these concerns were discussed in terms of educational philosophy and the plan for credit in work experience.

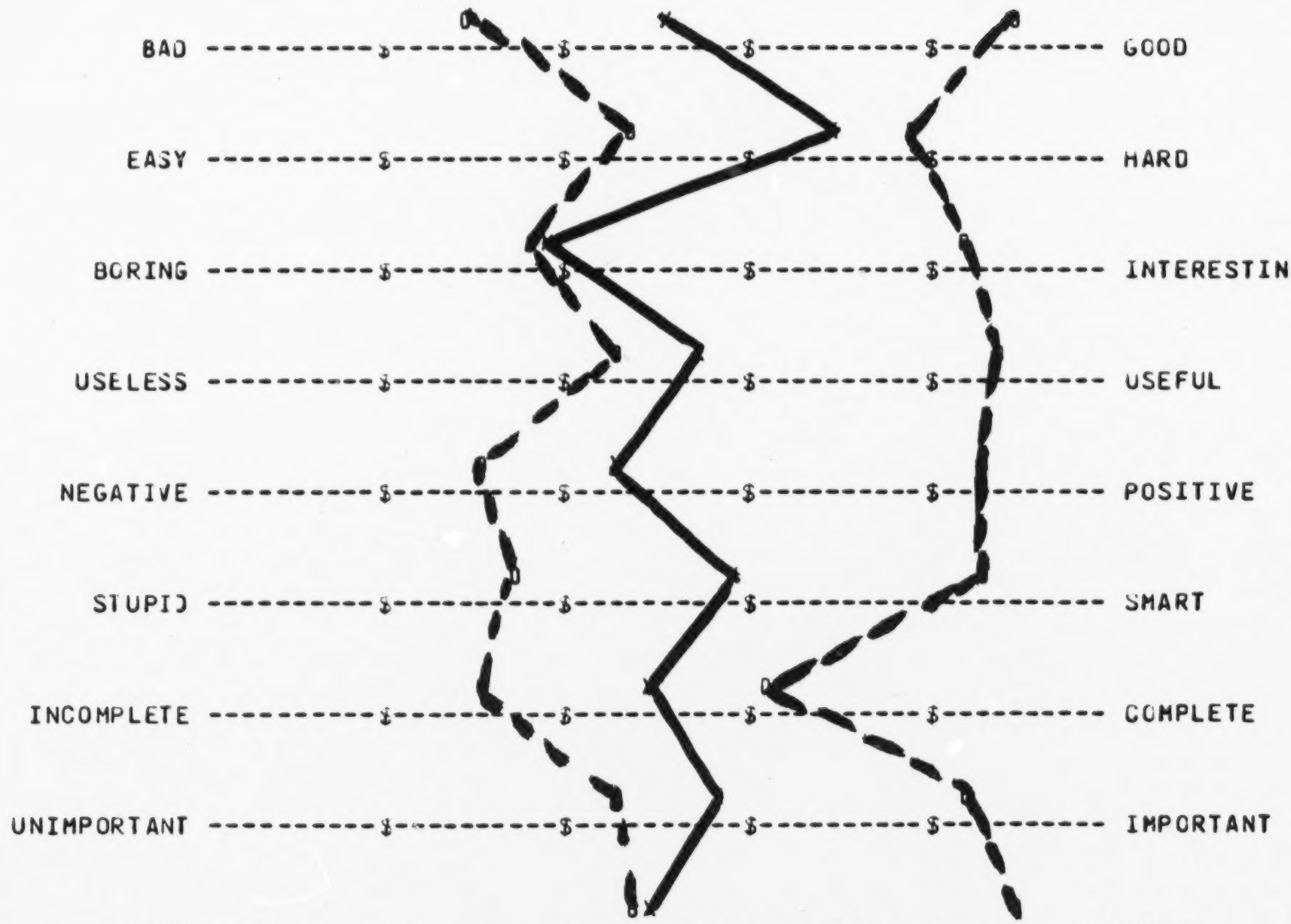
WORKSHOP C SUPPORT SERVICES
Bill Meek, Leader

The discussion centered around the following issues:

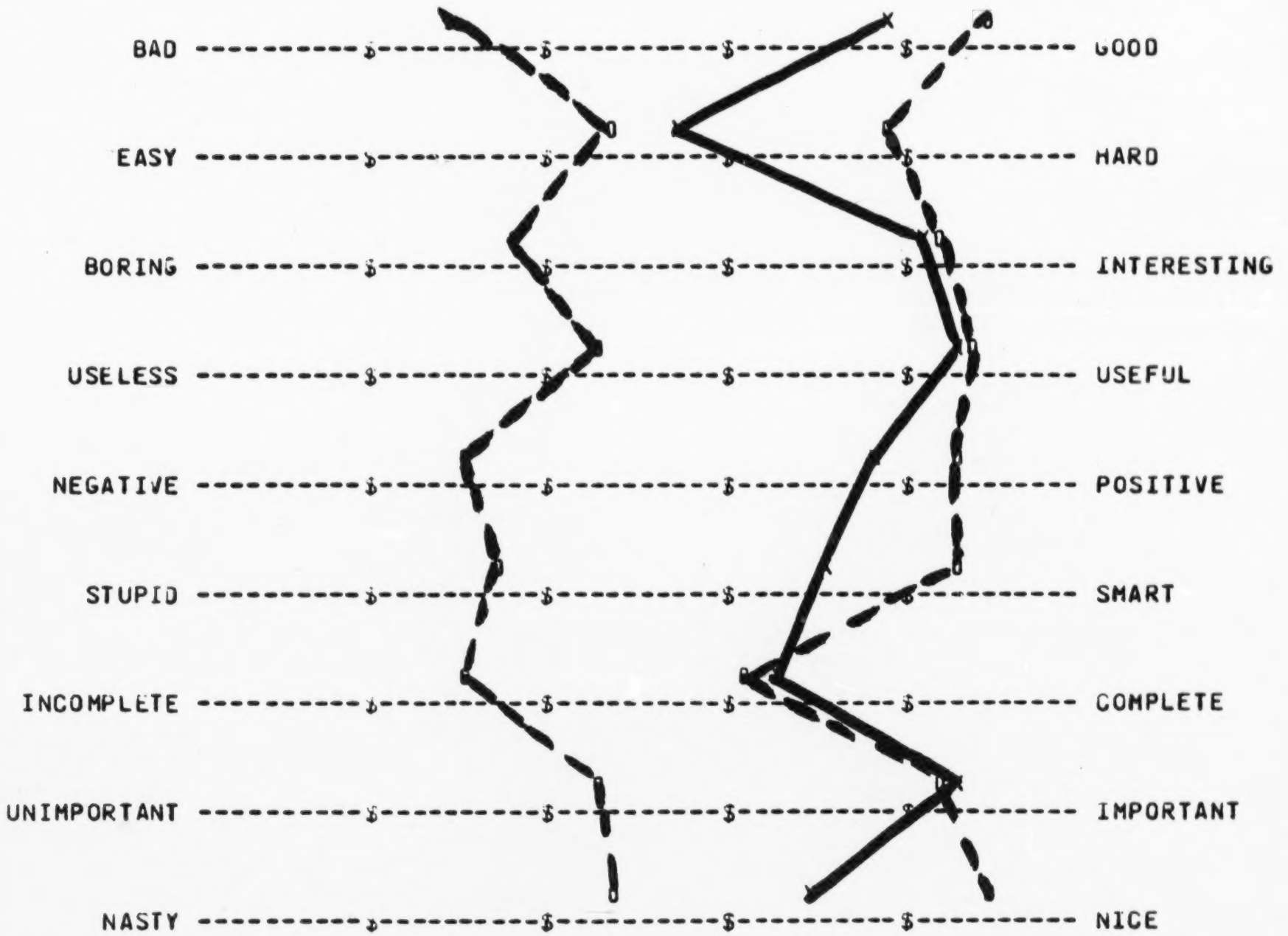
Financial aid. The students expressed concern over availability of aid in addition to tuition. They felt that clothing and book expenses were a sizeable economic problem related to their education.

Indeed, when we look at the Semantic Differential responses, we find corroboration for this concern. The concept "Having to buy books for courses" is relatively negatively evaluated, and is a concept which is associated with the notion of difficulty, as reflected in the Easy:Hard scale. Conversely, "Receiving financial aid" is relatively positively evaluated, and viewed as less difficult.

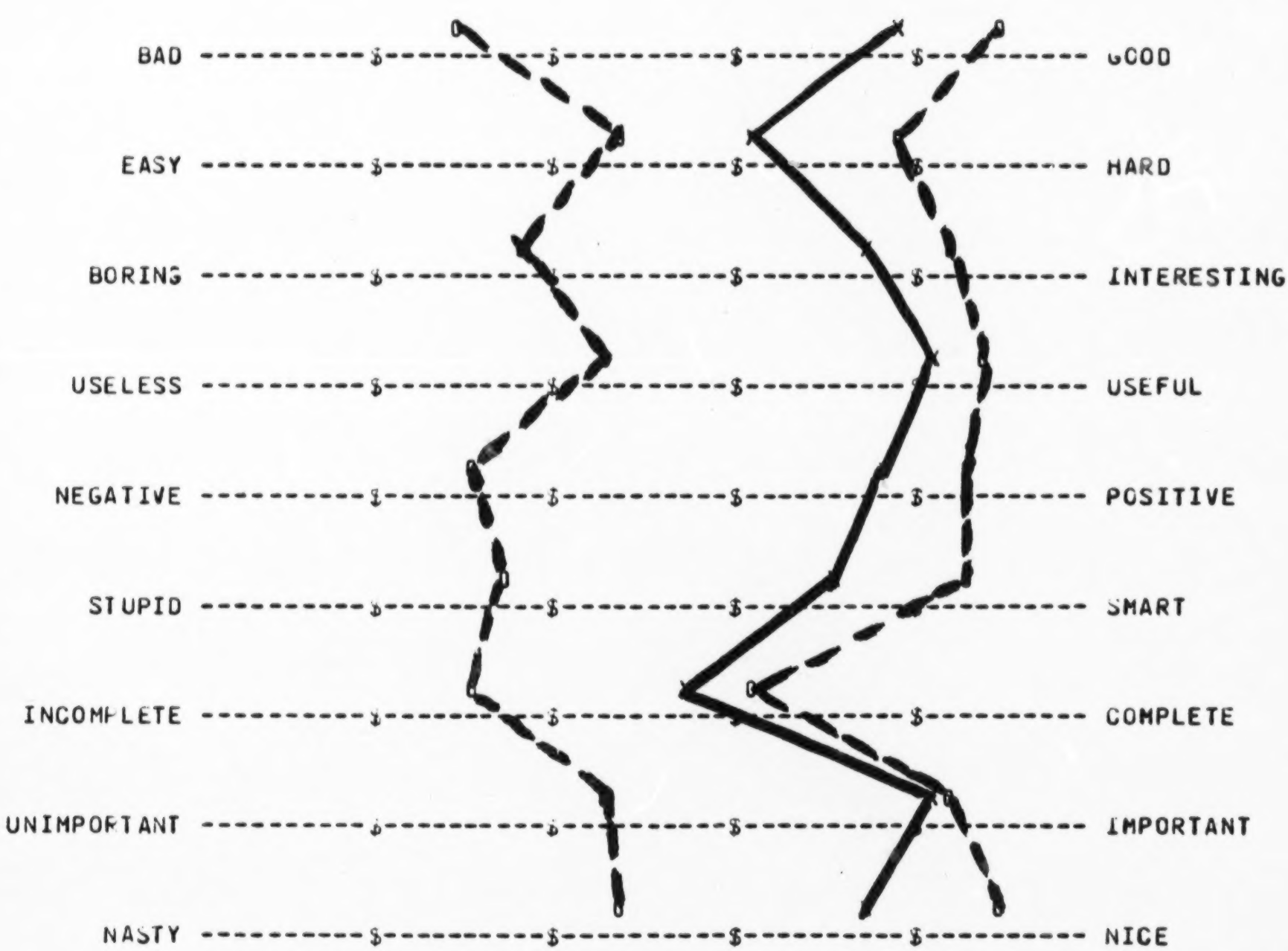
47 TAKING MATH IS



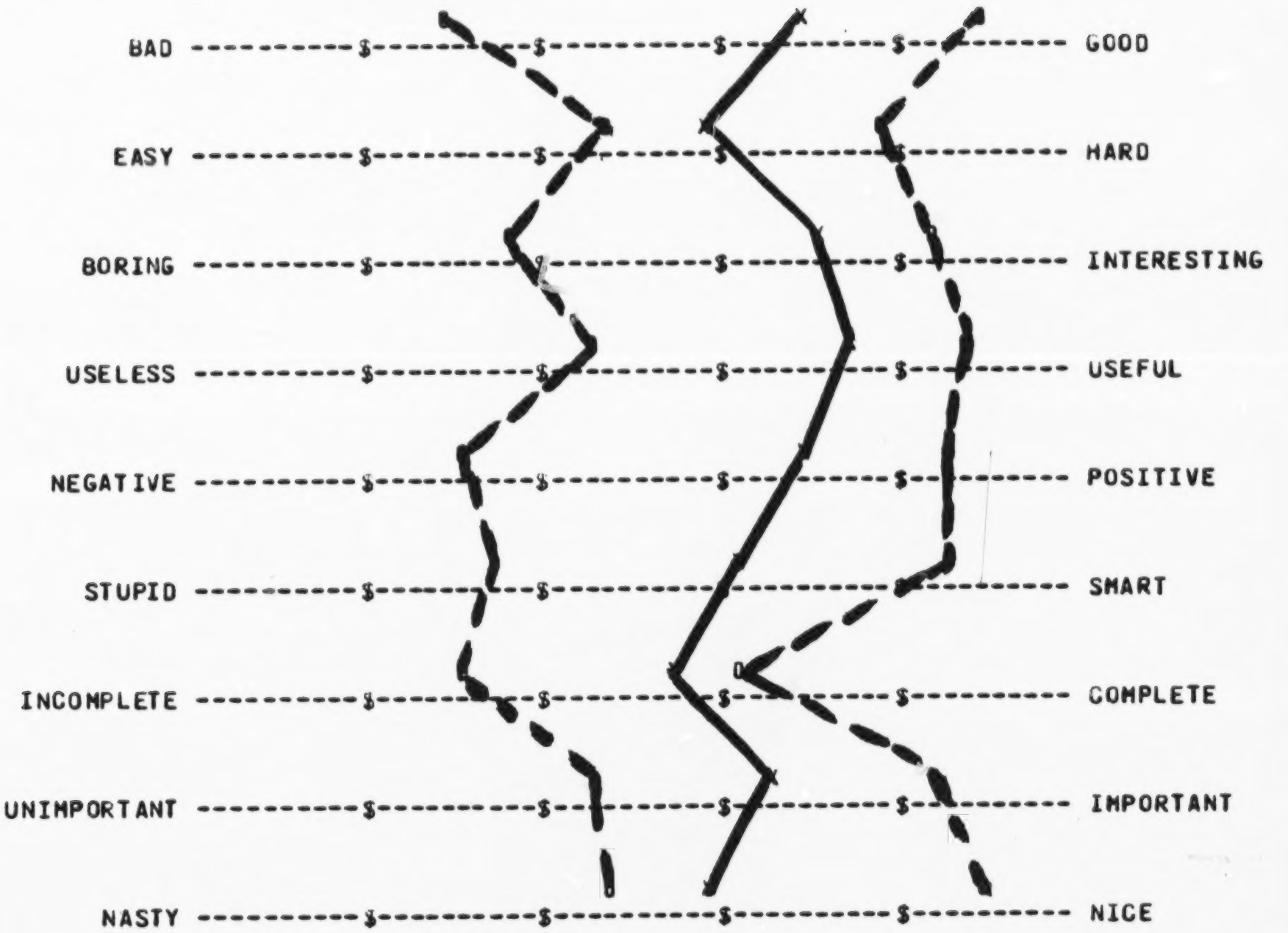
36 COURSE CONTENT IN SOCIAL WORK 11 AND 12 IS



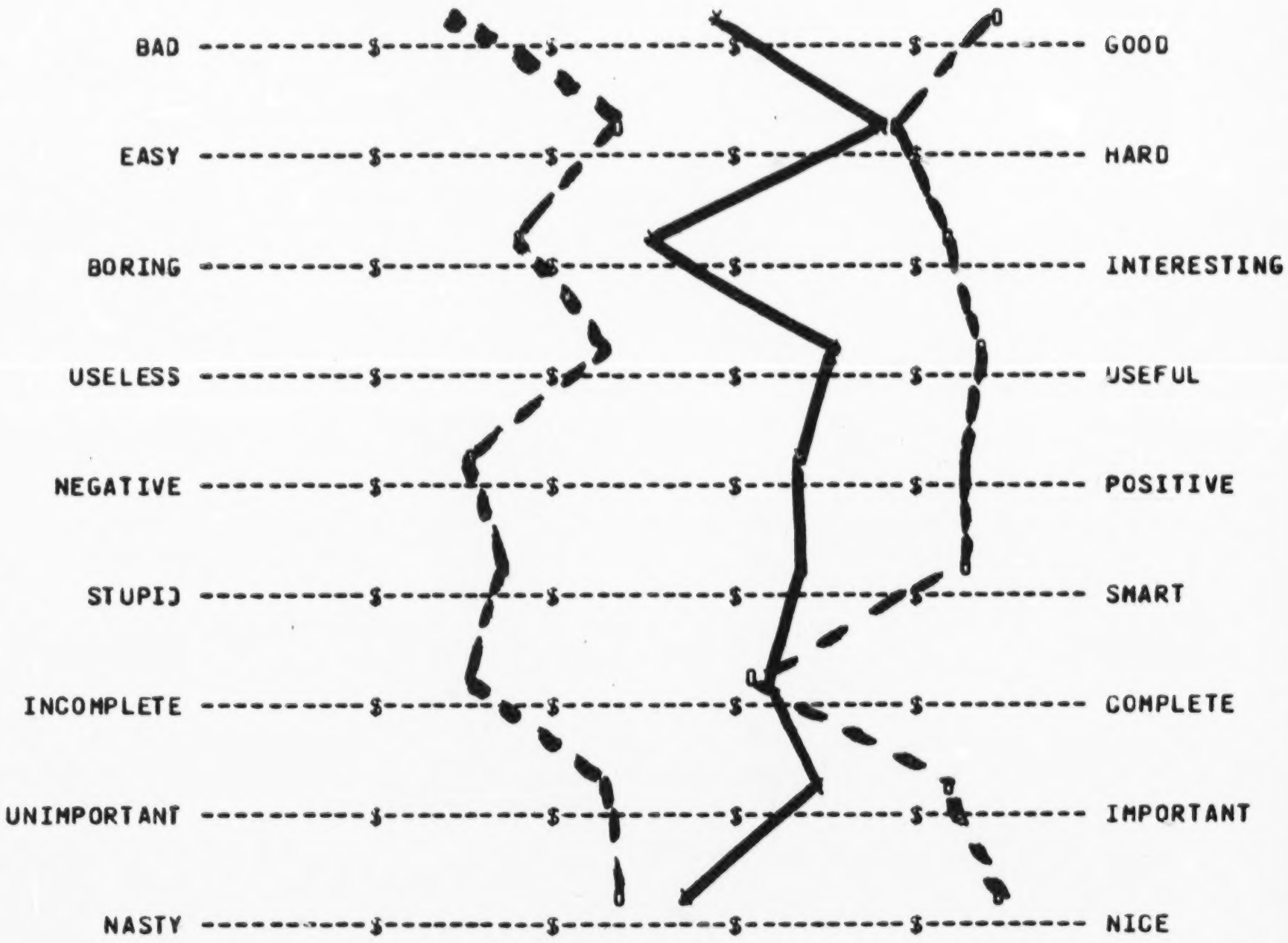
50 COURSE CONTENT IN GROUP DYNAMICS IS



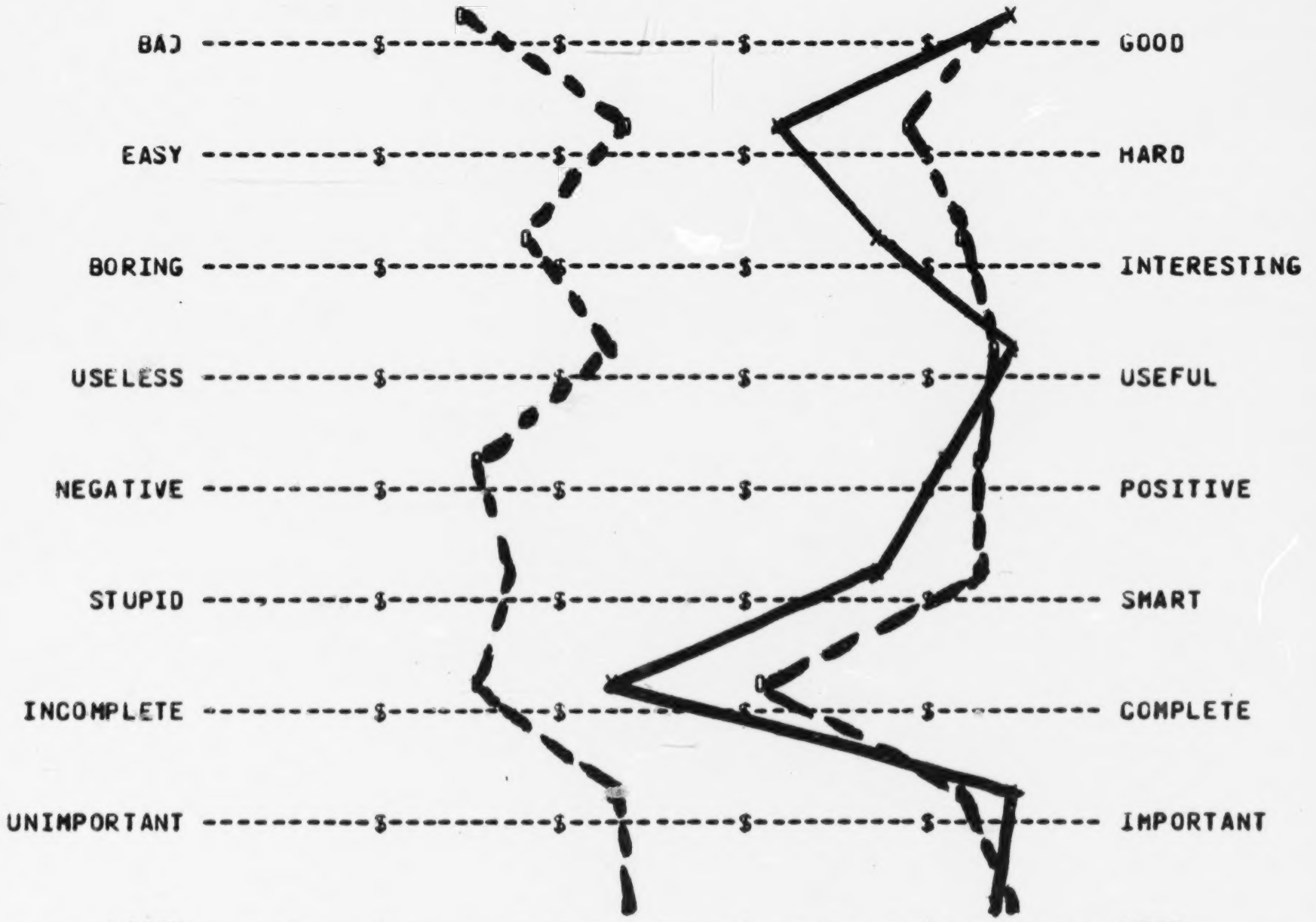
46 BEING A SPECIAL STUDENT IS



27 HAVING TO BUY BOOKS FOR COURSES IS



48 RECEIVING FINANCIAL AID IS



Strikingly, the scale Complete:Incomplete gives evidence that the students perceive financial aid as far from complete and comprehensive.

When asked if the university could help with aid in the area of living expenses, George Koval, director of financial aid said that the university at the present time only gives funds to full time students and only for university expenses, such as tuition and dormitory bills. One participant wondered if the university couldn't free some of the funds alloted for dormitory expenses to help defray the living expenses of some of its special program students. However, with 24,000 evening students, Mr. Koval stressed the difficulty of this type of assistance. Additional aid sources were suggested, such as NDEA and Senatorial Scholarships. However, individuals on welfare are not able to borrow money. Students averred that the university could assume some responsibility in helping its needy students secure aid. The university could work with the community in opening up avenues for loans which might be impossible otherwise. The Student Resource Center was cited as an appropriate location for securing financial aid information.

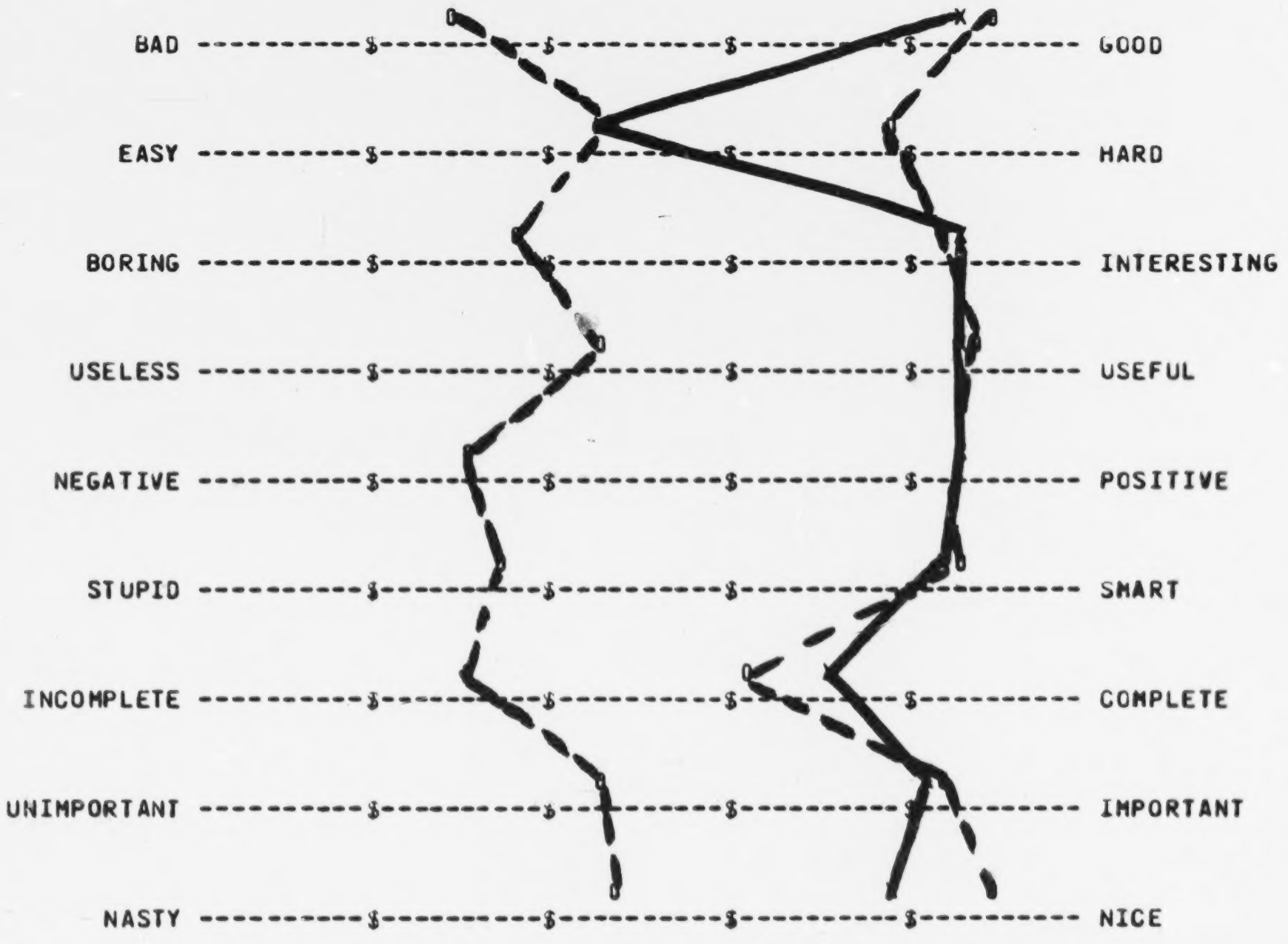
The students expressed concern about <u>communication</u>, both between members of the program, and with the rest of the academic community. As the Semantic Differential concept "Being a special student" corroborates, the typical NCLSW student does not positively value being "singled out" from the rest of the Temple University students.

At the workshop, the point was raised that because each class was so scattered throughout the University, it was almost impossible to keep in touch with those in your class. Notice that both the Semantic Differential concepts "Having NCLSW students grouped together the first year" and "Sharing problems with other NCLSW students" illustrate the concern the typical participant feels for being together with his fellow NCLSW students for friendship and support.

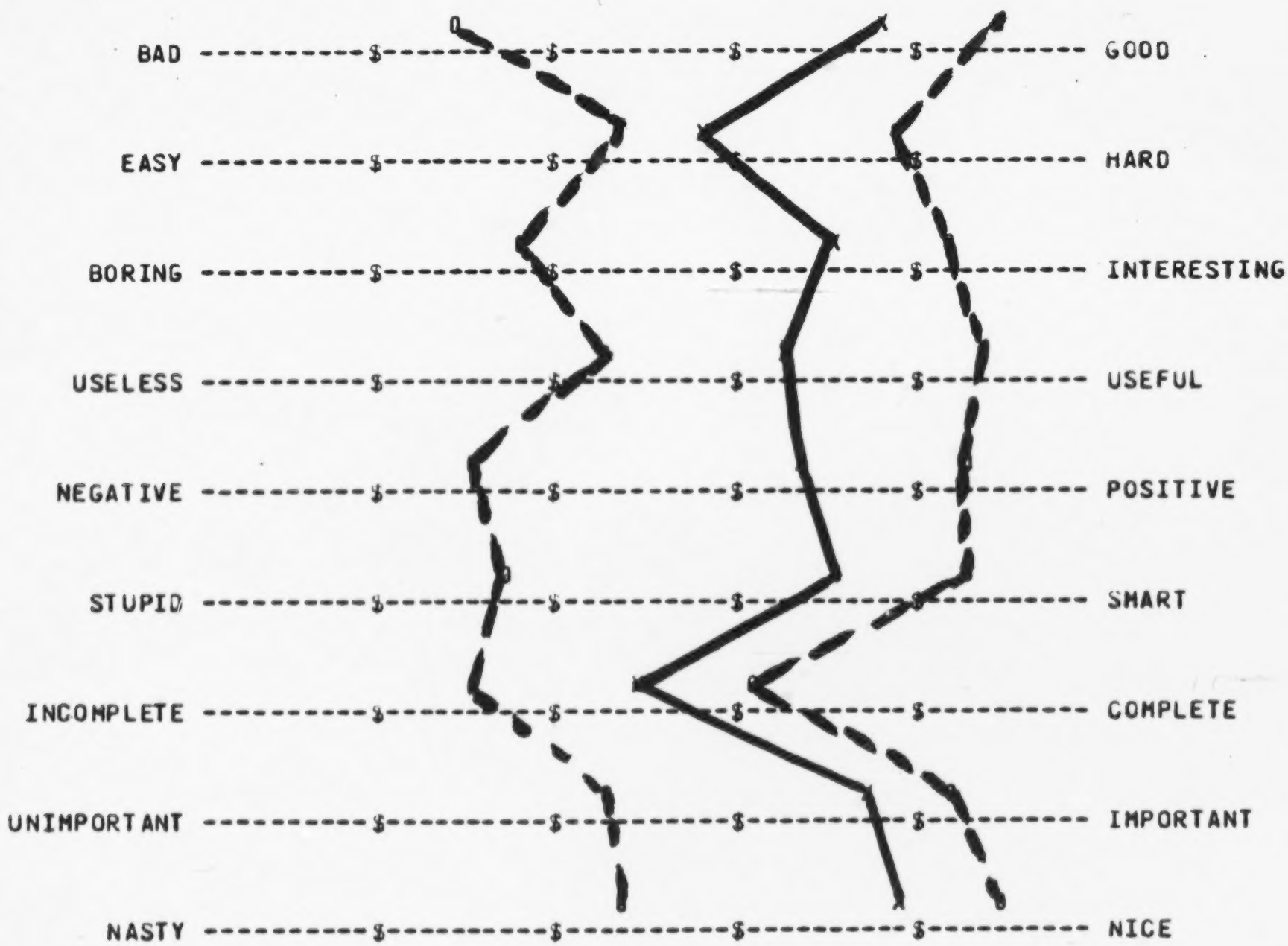
Participants at the workshop felt that it would be desirable to alert the rest of the academic community to the program's goals and objectives. An exchange of information among students and the rest of the university which goes beyond the area of supportive service is needed.

Two Semantic Differential concepts bear on this issue. It will be noted that both "Being accepted by Temple University students" and "NCLSW students' acceptance of other University students" are relatively positively evaluated. However, neither of these two is as highly positively evaluated as the concept "Having NCLSW students grouped together the first year," the profile of which was presented earlier.

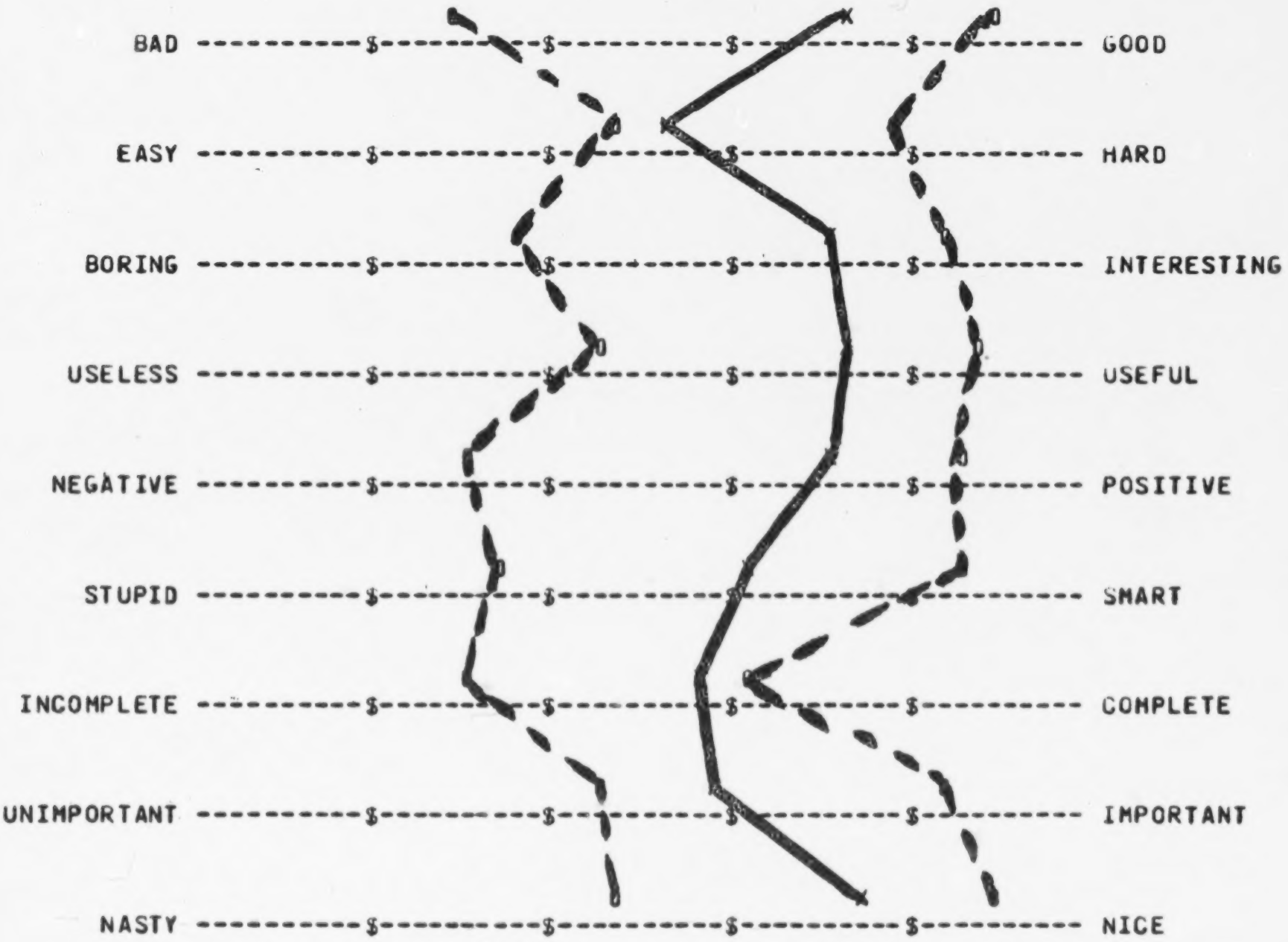
22 HAVING NCLSW STUDENTS GROUPED TOGETHER THE FIRST YEAR IS



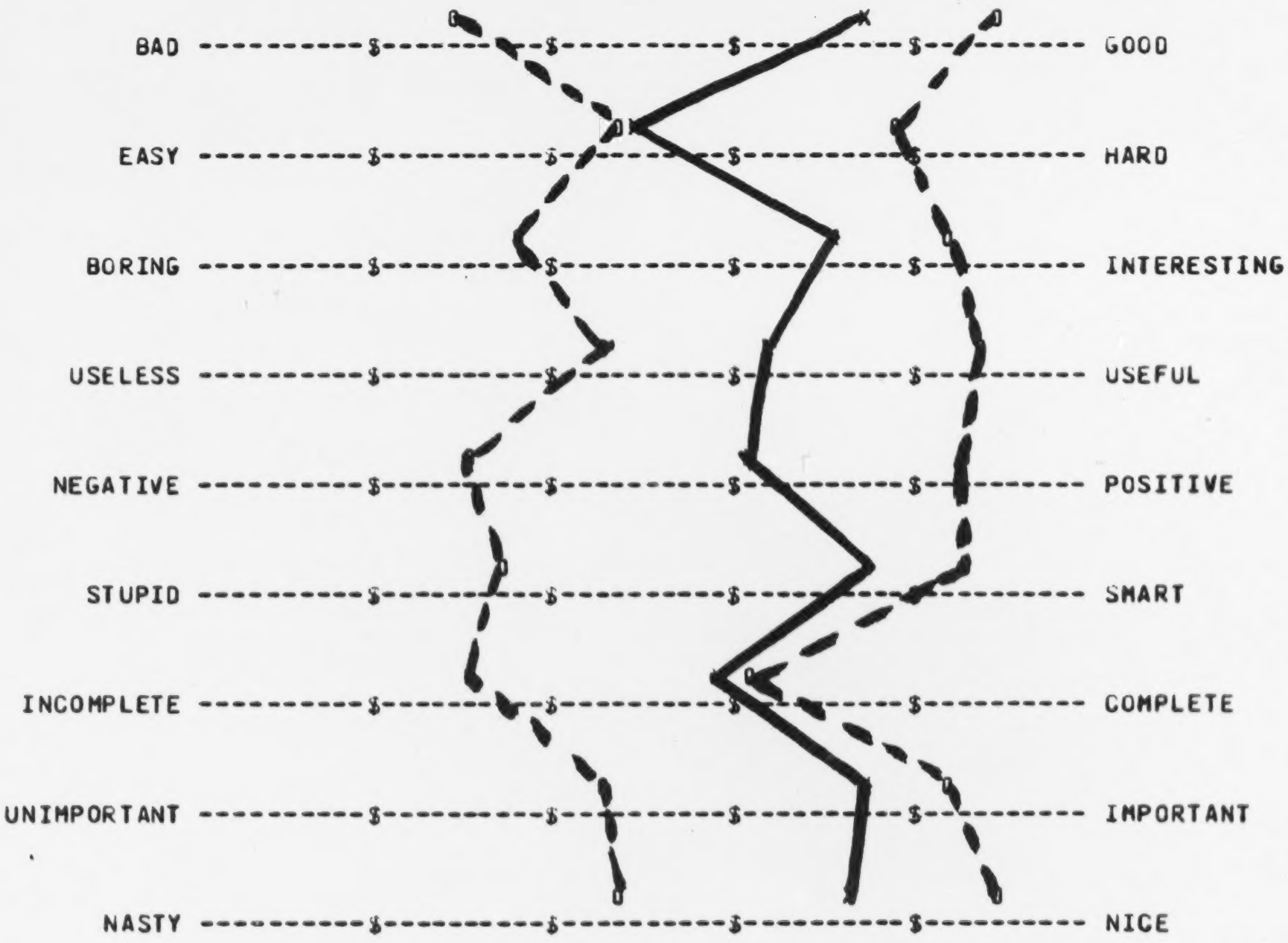
45 SHARING PROBLEMS WITH OTHER NCLSW STUDENTS IS



8 BEING ACCEPTED BY TEMPLE UNIVERSITY STUDENTS IS



11 NCLSW STUDENTS ACCEPTANCE OF OTHER UNIVERSITY STUDENTS IS



The following recommendations evolved from the discussion.

1. That a student manual be devised containing information of interest to new students in the program. This manual should be followed up by a periodic newsletter which would exchange information of areas beyond the program of interest and concern to students in the program. In conjunction with these two ideas, it was also recommended that the New Career Ladder Program submit input into the Student Resource Center Newsletter. A program person should be designated to handle this area of communication.

2. That the university assume an advocacy role in securing loans and other financial assistance for needy students, also the university should check into all sources of available loans and centralize this information.

3. That greater attention be placed on selection of student representation on Student Resource Center Board.

4. That a mailing list be sent out to all program students twice a year to update addresses.

5. That there exists a need for expanding all supportive services. This need should be considered in light of budget demands.

The typical participant's assessment of the supportive services available to him is indicated by the profiles of a number of Semantic Differential concepts. Consider, for example, the positive tendencies in "Study skill sessions," "Availability of tutors," "Having a counselor on a regular basis," "Individual counseling rather than group counseling," and "The tutorial services in NCLSW," the profiles of which follow.

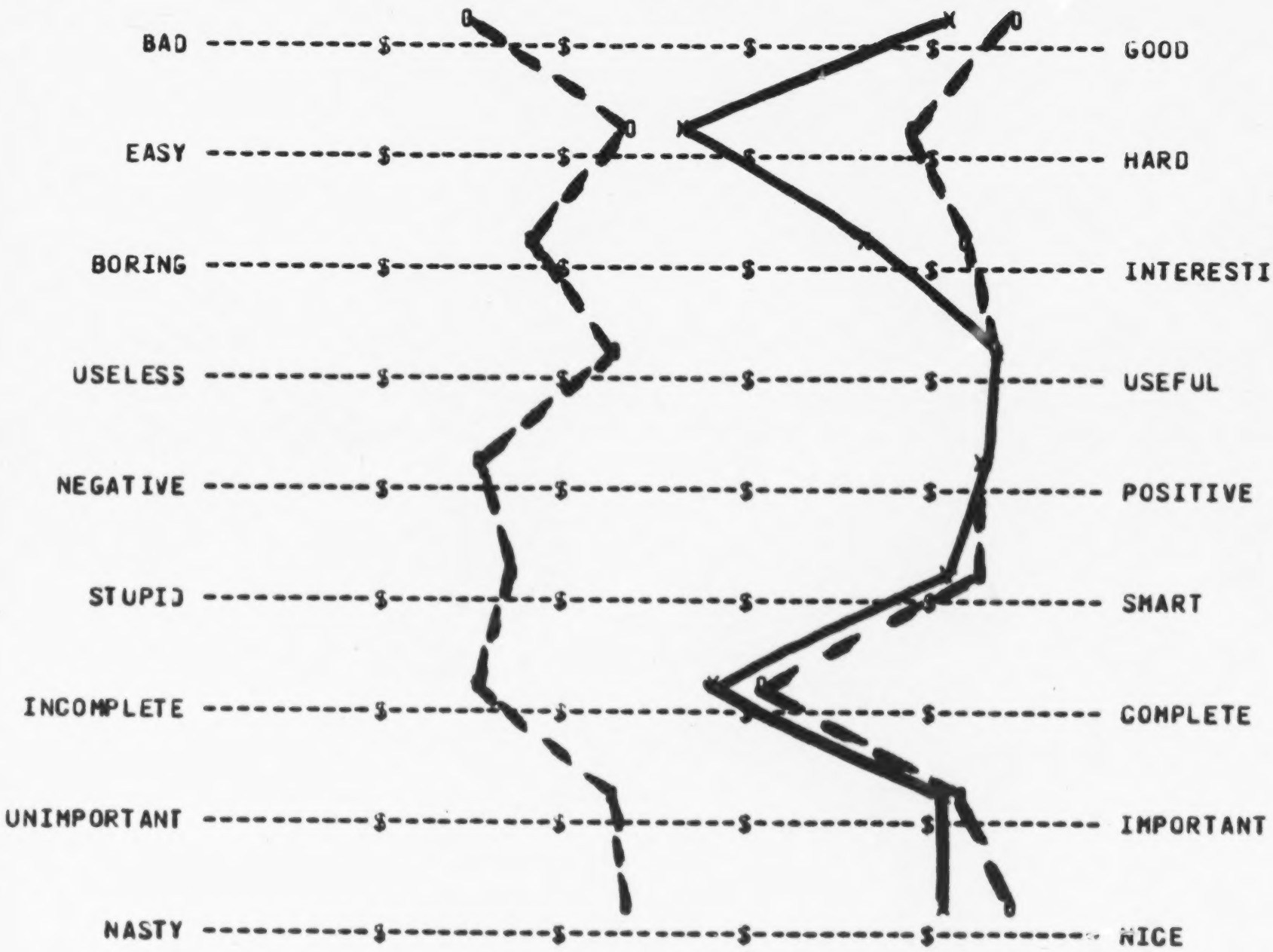
6. That an effective student organization could be formed with representatives from the various classes in the program. Also, that project materials and supplies should be available to students in getting organized.

While the Semantic Differential concept "Having a separate NCLSW student organization" is not as positively assessed as some other concepts, such as those relating to supporitve services noted above, the concept is relatively positvely rated nonetheless.

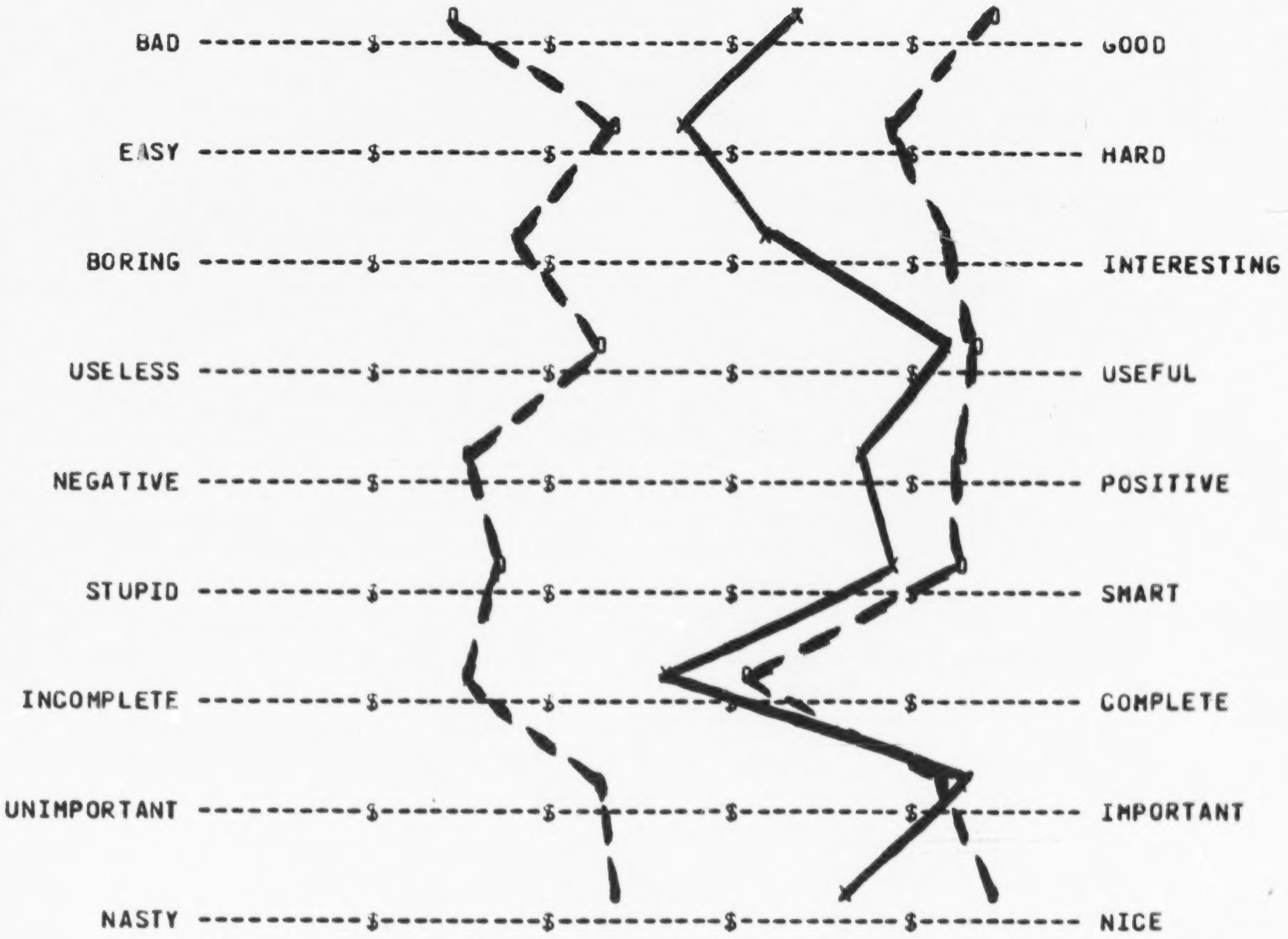
7. That an orientation be given to new students as to relevant activities on campus, such as the Black Students League.

8. That the program work more closely with the Afro-Asian Institute so that some course substitutions could be arranged.

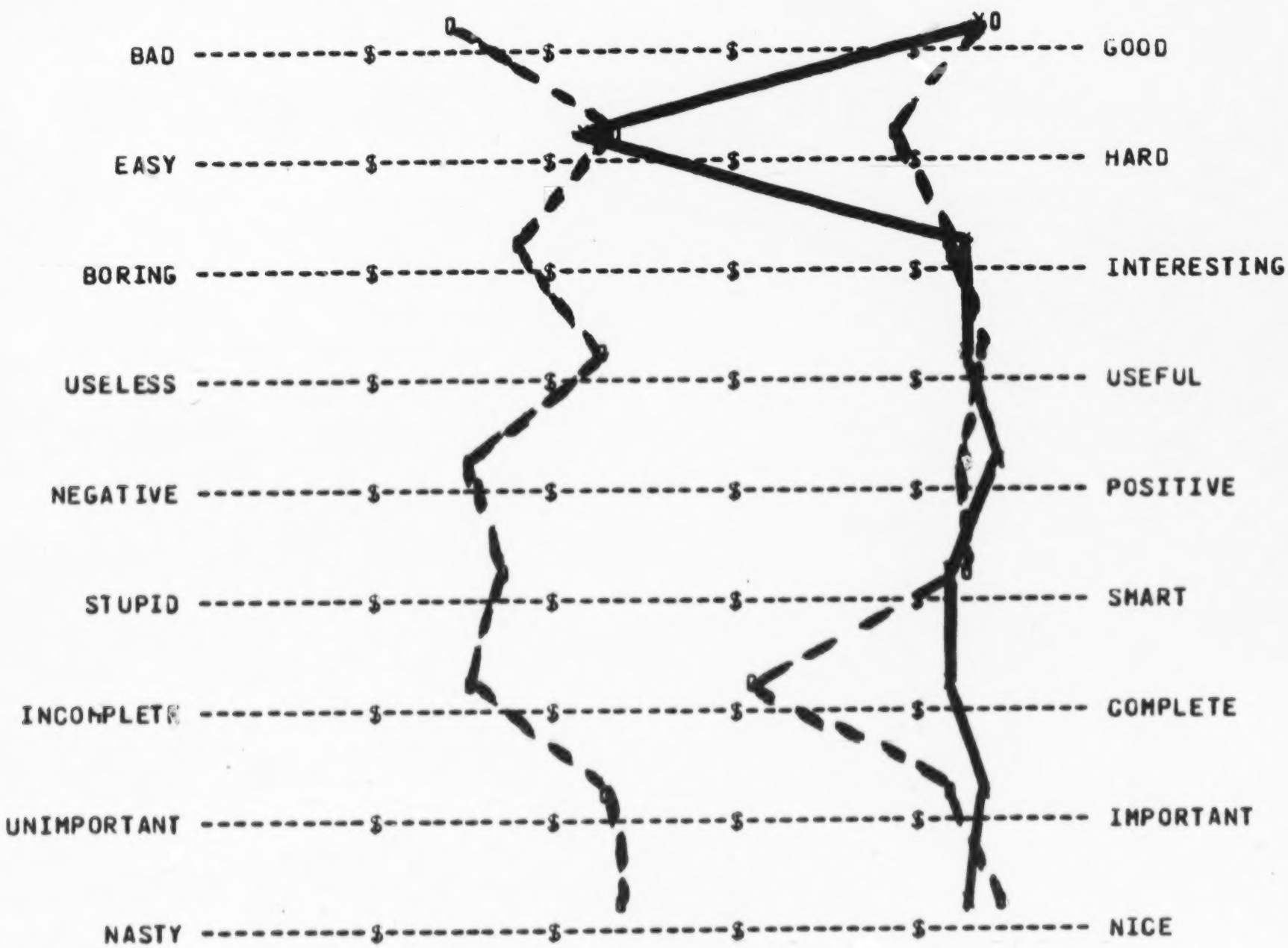
1 STUDY SKILL SESSIONS ARE



2 AVAILABILITY OF TUTORS IS

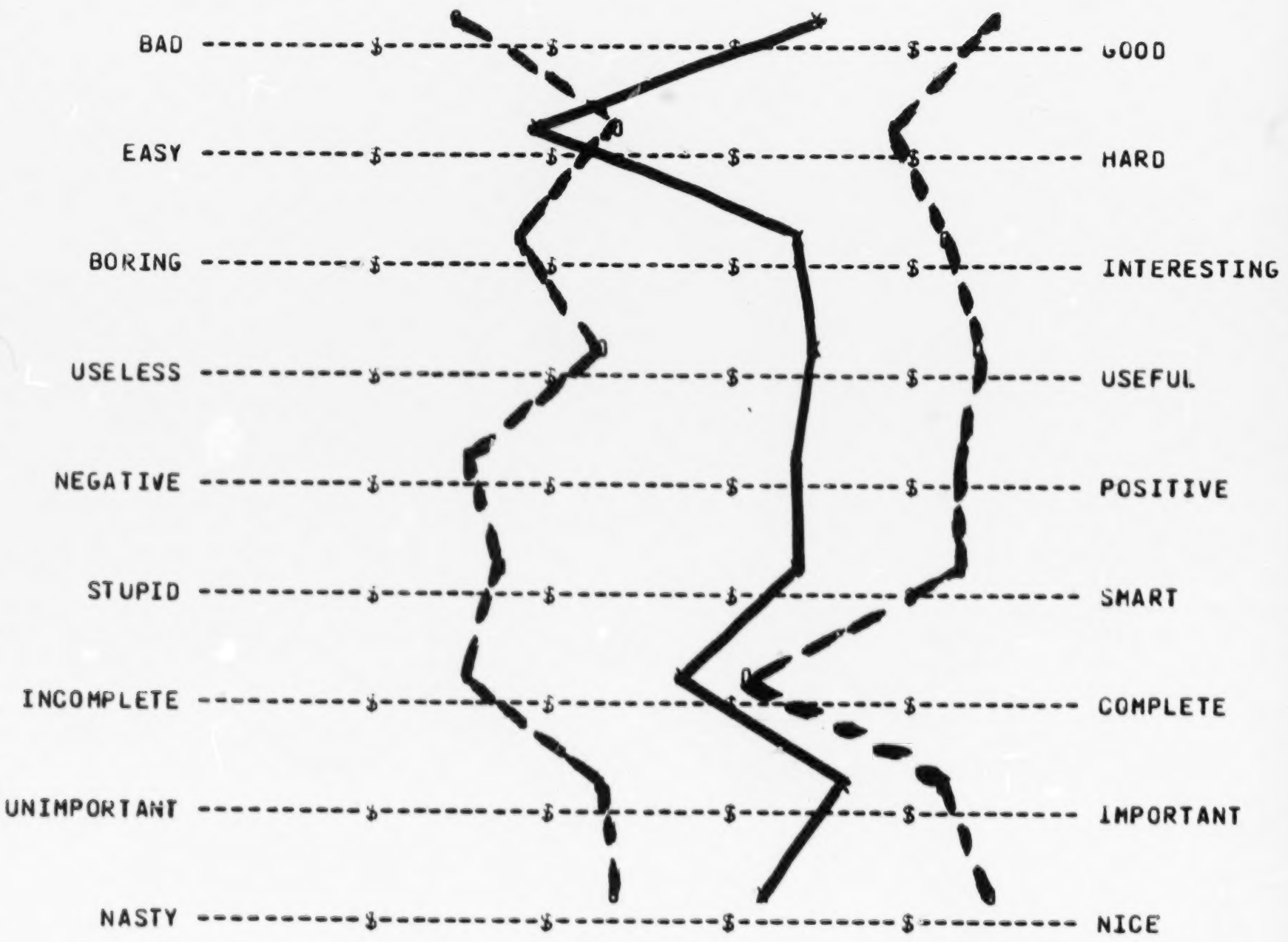


13 HAVING A COUNSELOR ON A REGULAR BASIS IS

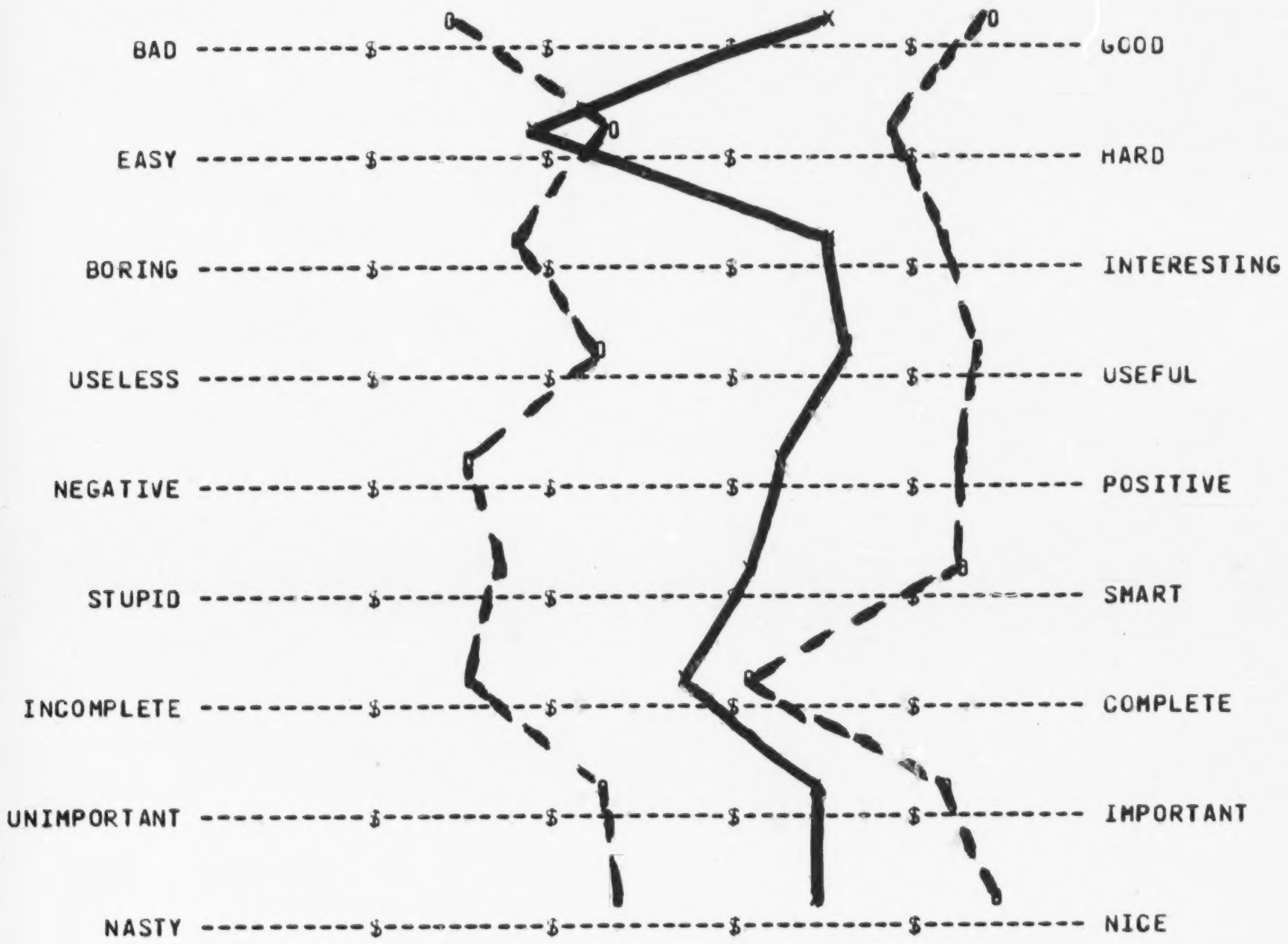


29 INDIVIDUAL COUNSELING RATHER THAN GROUP COUNSELING IS

40 THE TUTORIAL SERVICES IN NCLSW ARE



14 HAVING A SEPERATE NCLSW STUDENT ORGANIZATION IS



Again the Semantic Differential concept "Courses provided by the Afro-Asian Institute" is not so highly valued as others, but a definite positive tendency can be seen here.

9. That the project staff and students have at least one general rap session per semester.

10. That the program staff should explore the feasibility of scheduling an Afro-Asian substitute history course in the evening.

11. That any information concerning a student's performance in the program be shared with the students and receive the student's consent before being sent to any agency.

FRIDAY AFTERNOON OVERVIEW SESSION

Mr. Miller, Student Representative stated:

1. a need exists for an NCLSW student organization for all students.

2. that such an organization would help us to gain our right and to represent our concerns.

RECOMMENDATIONS

WORKSHOP A STUDENT-JOB, AGENCY-SCHOOL RELATIONSHIPS
Dorothy Roberts, Recorder, cited two main problems:

1. lack of unity and communication between and among agency, university and students.

2. school-community coordinators and others are not getting release time from employers.

The workshop recommended:

1. NCLSW have a liaison person to coordinate student and program concerns with agency.

2. students should propose work schedules to accommodate their academic schedules and should secure written commitment from the agencies.

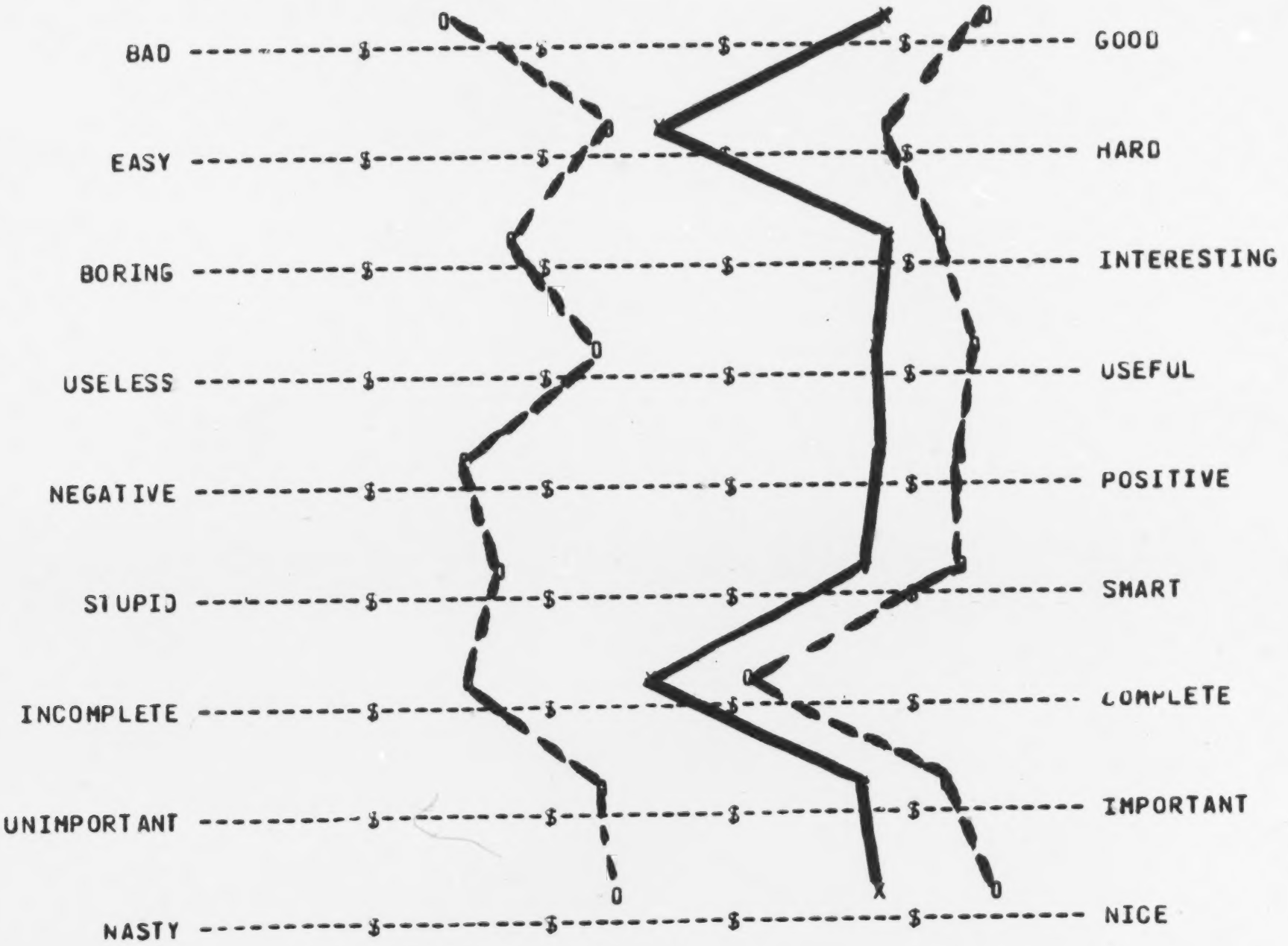
3. representatives of agencies should come to NCLSW workshops to share mutual concerns.

4. counselors would meet with NCLSW students at agency to present student concerns to agency directors.

5. NCLSW could consider decentralizing services and courses. There was mixed reaction to this proposal.

6. Since the NCLSW program is unique and it serves a unique

21 COURSES PROVIDED BY THE AFRO-ASIAN INSTITUTE ARE



student population, the university should expedite the offering of financial aid to the individual student and to the program. i.e. the university should allow NCLSW to secure grants from foundations, the United Fund, industry, etc.

WORKSHOP B ACADEMIC CONCERNS

Sherman Perry, Reporter, stated that this workshop dealt with the difficult task of gaining academic credit for work experience and with student academic deficiencies. The workshop cited six means to gain credit for work experience:

1. credit by standardized examination (eg., Educational Testing Service Exams).

2. criterion based exams - i.e., an examination made up by a professor to assess proficiency in a particular course.

3. extra-curricular achievement scales, evaluate the student on the basis of past awards, honors, etc.

4. credit through assessment. The student would submit himself to assessment through an oral exam given by a panel of professor, supervisors, other related individuals. The student would indicate what he or she gained from the work experience and the panel would have to come up with criteria to measure learning experience.

5. The University (Office of Admissions for instance) receives agency evaluations and job descriptions and determines the number of credit hours for work experience.

6. NCLSW and office of admissions evaluate students prior to admission to program and be given the number of credit hours for work experience.

Strategy number four was most acceptable to the largest number of students.

Deficiencies:

1. Thomas Elliot and Dean Slavin stated that foreign language deficiencies are waived.

2. Thomas Elliot pointed out that if a student took a math course at Temple and got credit for it, his high school deficiencies in math would be waived.

Also, Tom Elliot said that if students received a yellow card stating they owed the university fifty dollars, that they were to write "financial aid" on the card and send the card to him.

WORKSHOP C BILL MEEK, REPORTER

Recommendations:

1. Additional counseling services and other support service staff be provided for classes entering in the fall and spring semester.

2. Paid employment should be credited as field experience provided it meets the academic requirements of the university.

3. Project resources (materials and supplies) should be made available for student enterprises and activities.

4. Students should be given information about activities on campus such as the Black Students League.

5. NCLSW should work with the Afro-Asian Institute to determine a greater number of course substitutions.

6. NCLSW should work with Afro-Asian Institute to provide more courses for evening students.

7. Rap sessions between NCLSW staff and students should be held at least once a semester.

8. Work-study positions should be related to the needs of students.

9. Counselors should provide in depth information about courses and expectations of professors.

10. Evaluations of students should be shared with the student concerned; any information about students should be cleared by the students before forwarding to any agency.

11. A handbook should be provided for incoming students and a periodical newsletter should be distributed to all students regularly.

12. A student representative on the Student Resource Center Board should be elected by NCLSW students.

13. Mailing lists should be sent to students twice a year so that students may update their address if necessary.

14. The university should assume an advocacy role with agencies and institutions in regard to non-tuition needs of students.

15. The university should assume an advocacy role with regard to securing aid from foundations for financial support of special students.

16. The university should centralize all information on financial aid possibilities and should share all that information with students. The university should explain the limitations and qualifications for the various sources of aid.

17. The NCLSW program should be continued and expanded.

The Project Director wishes to extend appreciation to all participants in the Evaluation Workshop, particularly to the large number of students who are not named in this document but who formed the core of this Evaluation process.

Conference Planning Committee

Thaddeus P. Mathis, Conference Chairman
Mary Newton
Sherman Labovitz
Louis Rublin
William Jaynes
Rhonell Seabreeze
Kelly Miller
Florence Sumpter
W. Sherman Perry
Schelysture McWhorter
Nancy Bullett

Staff Of New Career Ladders In Social Welfare

Jean E. Moore, Assoc. Prof. & Director
Thaddeus P. Mathis, Assistant Professor
W. Sherman Perry, Assistant Professor
Gordon Welty, Director of Evaluation
Angel Santiago, Asst. Dir. of Evaluation
Sally Ross, Director of Counselling
Sch[illegible]sture McWhorter, Counsellor
El[illegible]aggert, Counsellor (Part-Time)
Ha[illegible]uder, Counsellor (Part-Time)
Ben[illegible]n Smallwood, Counsellor (Part-Time)
Thomas Moore, Counsellor (Part-Time)
Harris Miller, Consultant to the Director of Evaluation

Program Highlights

Wednesday, June 9

12:30 - Welcome .....Jean E. Moore, Project Director

12:45 - Conference Overview .....Thaddeus P. Mathis, Conference Chairman

1:00 - 3:00 - Presentations on Current Status of NCLSW Program

Jean E. Moore, Project Director
Simon Slavin, Dean, School of Social Administration
Zita Attinson, Chairman, Undergraduate Social Welfare Dept.
William Jaynes, NCLSW Student Representative

Wednesday, June 9 Cont'd

3:15 - 4:30 - Presentations on Other University Programs

Gordon Fooks, Associate Director
Special Recruitment & Admissions Program

Herbert Showell, Director
Temple Opportunity Program

William Williams, Director
Veterans In Public Service

Frances Vandivier, Director
Child Care Training Program

Jean Swenson, Coordinator
Continuing Education For Women

Dr. William Gardner, Assistant
Vice President and Director
Student Resources Center

Thomas Elliott, Director
Admissions, Temple University

Thursday, June 10

12:30 - 1:30 - NCLSW Advisory Committee Report

Mary Newton, Interim Chairman,
NCLSW Advisory Committee

1:30 - 2:30 - Student Evaluation of Program
(RESTRICTED TO NCLSW STUDENTS)

1:30 - 2:30 - Meeting of Leaders, Recorders, and
Resource people with Project Staff

2:45 - 5:00 - Workshop Sessions

Workshop "A" - STUDENT-JOB/AGENCY-SCHOOL RELATIONSHIPS

This workshop will focus on a wide range of issues relating to the relationship between students and agencies (jobs) as these impact on the Educational Program at the school, including such issues as Release Time, Career Lattices, Employment, Financial Assistance, etc.

LEADER: Osborne McLain, A.C.S.W.

Thursday, June 10 Cont'd

RESOURCE PEOPLE:

Louis Rublin, Work Training Coor., DPW

Jack Pearcy, Training Dir., Pa. S.W. Phila. Neighborhood Health Center

Charles Martucci, Director of Training, West Phila. Mental Health Consortium

RECORDER: Dorothy Roberts, NCLSW Student

Workshop "B" - ACADEMIC CONCERNS

This workshop will be dealing with issues concerning academic deficiencies, curriculum, and development of criteria for granting academic credit for work experiences, as well as other pertinent issues.

LEADER: Curtis Leonard, Director
Special Recruitment & Admissions Program

RESOURCE PEOPLE:

Marylyn Gore, Senior Program Consultant, Undergraduate Education, CSWE

William Davis, Associate Provost, Oberlin College

Peter McAuliff, Graduate Student, Temple University

RECORDER: Benjamin A. Smallwood, NCLSW Counsellor

Workshop "C" - SUPPORTIVE SERVICES

This workshop will focus on the assessment of current offerings in the University (Project) and the development of specific recommendations for strengthening the support services system.

LEADER: Bill Meek, Asst. Prof. of Social Work & Community Planning, University of Penna.

RESOURCE PEOPLE:

Dr. William Gardner, Director, Student Resources Center

George Koval, Director, Financial Aid

Roberta Penn, Representative Career Services

Eudice Glassberg, Asst. Professor of Social Welfare

Friday June 11

12:30 - 2:30 - Continuation of Workshops:

Focus on Specific Plans and/or Recommendations

2:45 - 4:30 - Closing Session .....Jean E. Moore
Project Director

Reports from Workshops

Implications for Future Programming